

GCSE SPANISH

(8698)

Marked Papers
Paper 4: Writing

Understand how to apply the mark scheme for the writing paper

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EXAMPLE RESPONSES



This resource comprises example answers with senior examiner commentaries and mark schemes for GCSE Spanish (8658) Paper 4 Writing.

Examples of student work at both Foundation and Higher Tier are contained in this resource.

Also included is a commentary for each piece of work, with the marks awarded. The resource aims to show how the mark scheme is applied. Whilst every attempt has been made to show a range of student responses, they are not intended to be viewed as 'model' answers and the marking has not been subject to the usual standardisation process.

Foundation Tier

Question one

0	1	<i>Decides colgar esta foto en 'Facebook' para una amiga española.</i>
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Escribe cuatro frases en español que describan la foto.

[8 marks]

[Extract from mark scheme](#)

Question 01

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Foundation student one

Response

- 01.1** *En la foto hay siete personas.*
- 01.2** *Hay un picnic con un téa y un café.*
- 01.3** *Hay un campo.*
- 01.4** *Hay cuatro padres.*

Commentary

Question part	Comments
01.1	Message is clearly communicated - 2 marks
01.2	The word picnic may not be the commonest way of expressing the concept in Spanish, but the word does exist. However, <i>un téa</i> cannot be understood, so the message is only partially communicated - 1 mark
01.3	The student may have intended to say 'There is a campsite' rather than 'There is a field', but, as it stands, a message is clearly communicated - 2 marks
01.4	Message is clearly communicated - 2 marks

Total: 7 marks

Foundation student two

Response

01.1 *Hay dos familias comen las comida en la natura.*

01.2 *Hay una tienda en el forest.*

01.3 *Una chico se montana el ciclismo.*

01.4 *Hay calor y tiende sol.*

Commentary

Question part	Comments
01.1	While the first part of the message is clearly communicated, the second part (<i>las comida en la natura</i>) causes some ambiguity - 1 mark
01.2	<i>Hay una tienda</i> communicates fully but the anglicism at the end means that the sentence does not communicate fully - 1 mark
01.3	The confusion over gender (<i>Una chico</i>), an incorrect verb and the apparent use of <i>ciclismo</i> to translate bicycle means that the message cannot be understood - 0 marks
01.4	The words <i>calor</i> and <i>sol</i> communicate something, but incorrect verbs cause a delay in communication - 1 mark

Total: 3 marks

Question two

0	2	<i>Tu amigo español te ha preguntado sobre tu tiempo libre. Escríbele sobre tus intereses y actividades.</i>
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Menciona:

- *música*
- *deporte*
- *cine*
- *restaurantes.*

Escribe aproximadamente 40 palabras en español.

[16 marks]

Extract from mark scheme

Question 02

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]

Content

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Foundation student one

Response

Me encanta practicar los deportes. Nado cinco veces por semana y practico el remo en el rio weaver dos veces por semana. Me gusta ir al cine con mis amigos del instituto y a veces vamos a restaurantes comer la comida china o la comida rapida. El sabado pasado fui a Nandos con mi familia. Fue muy divertido y la comida fue delicioso. Voy a ir con mis amigos en las vacaciones. Me gusta escuchar la musica. Prefiero la musica pop porque es más rapida.

Commentary

Content

The student communicates clearly about all four of the points she is asked to mention and, at twice the required length, coverage of the points is certainly full. Minor errors and omissions (eg *vamos a restaurantes comer...*; *la comida fue delicioso*) do not hinder communication of the intended messages. 10 marks.

Quality of language

Vocabulary is appropriate and there is a fair variety (*me gusta/prefiero; nado/practico el remo; divertido/delicioso*; etc). Grammatical structures are also appropriate. The student uses present, *preterite* and immediate future tenses correctly and there is also some good use of adverbial phrases (*cinco veces por semana; a veces; el sabado pasado*). The piece is generally accurate and the few errors there are do not affect communication. 6 marks.

Total: 10 + 6 = 16 marks

Foundation student two

Response

En mi tiempo libre, normalmente, juego con videojuegos en mi ordenador o me gusta ver las películas en línea. Nunca practicar deportes porque es aburrido y no me gusta los ejercicios. Me gusta ir al cine porque veo las películas nueva, pero suelo prefiero la comida que la película.

Commentary

Content

The student communicates clearly about sport and cinema. The only passing reference to restaurants is when he says he prefers food to films and he makes no mention whatsoever of music. However, the first sentence is largely irrelevant. Communication is generally clear though there are one or two lapses. Given that there is only reasonable coverage of two of the bullet points, it is not possible to award a mark above Level 2. However, since communication is generally clear the top mark at this level is appropriate. 4 marks.

Quality of language

Vocabulary and structures are generally appropriate though there is not a vast amount of variety.

There are a few major errors (use of the French word *línea*, *practicar* for *práctico* and *suelo prefiero* for *suelo preferir*). However, it is possible to say that the piece is more accurate than inaccurate. 3 marks.

Total: 4 + 3 = 7

Question three

0

3

Translate the following sentences into Spanish.

I have a computer in my bedroom.

I watch the television with my sister.

We eat breakfast at eight o'clock.

I want to have a shower because it uses less water.

We went to the park last Sunday.

[10 marks]

Extract from mark scheme

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]

Conveying key messages

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Foundation student one

Response

I have a computer in my bedroom.

Tengo el ordenador en mi casa.

I watch the television with my sister.

Veo la telé con mi hermana.

We eat breakfast at eight o'clock.

Desayunamos a las ocho.

I want to have a shower because it uses less water.

Quiero tener el ducho porque dire menos agua.

We went to the park last Sunday.

Fuimos al parque el Domingo pasado

Commentary

Conveying key messages

Most key messages are conveyed but the student substitutes house for bedroom in the first sentence and in the fourth she struggles to convey the idea of 'have a shower' and uses completely the wrong word for 'it uses' so ultimately, little of the message is communicated here. 3 marks.

Application of grammatical knowledge of language and structures

The student has a very good grammatical knowledge but is slightly let down by her knowledge of vocabulary (the words for 'bedroom', 'have a shower' and 'use' are not known and there are minor mis-spellings of *ordenador* and *tele*. While some features of Level 5 are exhibited, the level below reflects the student's performance more accurately. 4 marks.

Total: 3 + 4 = 7

Foundation student two

Response

I have a computer in my bedroom.

Tengo un ordinatur en mi casa.

I watch the television with my sister.

Vé la tele con mi hermana.

We eat breakfast at eight o'clock.

Comemor desayuno a los ocho.

I want to have a shower because it uses less water.

Me gustaría tener un wash porque es minus agua.

We went to the park last Sunday.

El Domingo pasado fuimos a la parqué

Commentary

Conveying key messages

The third sentence is successfully conveyed; the fifth sentence is also successfully conveyed despite the wrong gender of *parque*. In sentence one the mis-spelling of *ordenador* and the substitution of *casa* for *dormitorio* means that little of the original meaning is conveyed and in sentence two the use of *vé* for *veo* again means that the full meaning is not conveyed. The fourth sentence conveys little or nothing. As such, some key messages are conveyed. 2 marks.

Application of grammatical knowledge of language and structures

There is a fair knowledge of structures and in general the work is more accurate than inaccurate. Lack of knowledge of vocabulary is again the major problem. All in all a mark of 3 reflects the student's performance most accurately. 3 marks.

Total: 2 + 3 = 5

Question four

EITHER Question 4.1

0 4 . 1

Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tu colegio y tus planes para el futuro.

Escríbele una carta.

Menciona:

- *qué hiciste con tu familia para celebrar tu último cumpleaños*
- *tus opiniones sobre tu vida en el colegio*
- *cómo van tus exámenes*
- *qué vas a hacer el setiembre que viene.*

*Escribe aproximadamente 90 palabras en **español**. Responde a todos los aspectos de la pregunta.*

[16 marks]

OR Question 4.2

0 4 . 2

Acabas de pasar tus vacaciones en España.

Escríbele una carta a tu amiga española.

Menciona:

- *qué hiciste en España*
- *qué diferencias hay entre la vida en España y en Inglaterra*
- *dónde vas a pasar las vacaciones este verano y por qué*
- *por qué son importantes las vacaciones.*

*Escribe aproximadamente 90 palabras en **español**. Responde a todos los aspectos de la pregunta.*

[16 marks]

Extract from mark scheme

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]

Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four 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.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

Foundation student one (Question 04.1)

Response

El año pasado fui a Velocity con mis amigos del instituto para mi cumpleaños en Febero. Velocity es un parque de trampolin y fue muy divertido. Comemos la pizza en mi casa y entonces viajamos a Widnes a Velocity. Nos divertimos pero hemos terminado los exámenes de enero y fuemos cansado. Los exámenes de enero fue mal. Odio los exámenes de inglés porque fueron muy difícil.

Voy a terminar los exámenes de junio y hay más que enero pero son más difícil. Terminé el dibujo y fue muy bien pero la geografía fue difícil.

Voy a estudiar las ciencias en el colegio porque es muy facil y divertido. En mi opinion ingles es aburrido pero mi amiga piensa es estupendo. Creo que me diverté con mis amigos a la noche en el colegio pero estudié mucho.

En setiembre voy a ir al instituto continuar mis GCSE's y entonces terminé el año con los exámenes y voy a hacer muy bien.

Commentary

Content

All aspects of the task are covered and, given that the student has exceeded the required word count by some margin, a lot of information is conveyed and plenty of opinions are expressed. Communication is mostly clear though there are some lapses, generally caused by tense usage: *comemos* for *comimos*; *Nos divertimos pero hemos terminado los exámenes de enero y fuemos cansado*; *Odio los exámenes de inglés porque fueron muy difícil*; *Creo que me diverté con mis amigos a la noche en el colegio pero estudié mucho*; *terminé* for *terminaré*. The piece is on the Level 4/Level 5 borderline, but given some of the rather confused messages quoted above, a mark at the top of Level 4 is the more appropriate. 8 marks.

Quality of language

A variety of appropriate vocabulary is used (eg: *ir/viajar*; *pensar/creer*; *divertido/estupendo*) but there is also some repetition of words such as *difícil* and *terminar*. There is some use of complex sentences with subordinate clauses introduced by *porque* and *creo que*. There is correct use of past, present and future time frames though, as pointed out above, there are also lapses in verb/tense usage which confuse the intended message. Otherwise, errors are not frequent and generally minor. The style and register are appropriate. The piece exhibits characteristics of both Level 2 and Level 3 but there are too many serious errors with verbs to warrant a mark in the top band. 4 marks.

Total: 8 + 4 = 12

Foundation student two (Question 04.1)

Response

Vide en colegio es no me gusta porque mis profesores es aburrido y no interessente. Ultimo cumpleaños es muchos caramelos y mucho presentos. mi cumpleaños, mi parent muchos caramelos. Me gustaria el futbol porque me gusta Didier Drogba.

Commentary

Content

At fewer than half the required number of words, only two out of the four bullet points covered and a largely irrelevant final sentence, this is a limited response. However, some information and opinions are conveyed though the message is not always immediately clear. A mark above Level 1 can clearly not be awarded, but because some opinions are discernible and communication rarely breaks down totally, the top mark in the band is available. 2 marks.

Quality of language

The range of vocabulary is narrow and repetitive. Apart from the last sentence, sentences are not properly constructed and are generally simple, though there are two occasions when *porque* is used. The only verb used completely correctly is *me gusta*. There are frequent major and minor errors. The piece clearly fits the Level 1 descriptor and the lower mark in the band is indicated. 1 mark.

Total: 2 + 1 = 3

Foundation student one (Question 04.2)

Response

El año pasado fui a España con mi madre, padre y hermanos. Fue muy divertido porque hacen cosas divertidas como tomar al sol y fuimos de compras. Comé un montón de comida de español como paella, fue muy delicioso pero no me gusta pescado. Hay un montón de diferencias en España y en Inglaterra como en España es muy calor todo el tiempo sin embargo en Inglaterra es frío todo el tiempo. También en España comen comida que es buen para la salud pero en Inglaterra comimos comida que tiene un montón de grasa como pizza, chocolate y helado ya que es muy delicioso.

Este verano quise ir a Francia porque mi padre hable francés también es bastante calor en Francia u quiero obtener un bronceado, espero que tomía al sol. En mi vida he visitado un montón de países como España, Alemania y Francia pero no he visitado Italia.

Creo que es muy importante que en mis vacaciones llevar bien con mi familia ya que mi y mis hermanos no peleamos todo el tiempo y quiere un tiempo buen.

Commentary

Content

The student addresses the first three bullet points of the task in some detail, conveying a lot of information in some detail and, indeed, writing more than the 90 words required. However, she misunderstands the final bullet point and writes about what it is important to do on holiday rather than why holidays are important. Whilst much of the piece communicates quite well, there are a number of lapses in communication, largely due to incorrect verb endings (eg: *hacen* for *hicimos*, *comé* for *comí*, *comimos* for *comemos*, *hable* for *habla* and *espero que tomía al sol*). The piece clearly meets the Level 3 descriptor and, despite some lack of clarity and the misinterpretation of the last bullet point, the higher mark in the band is appropriate. 6 marks.

Quality of language

There is some variety of vocabulary (eg *porque/ya que* and expressions such as *sin embargo, un montón de*). There is some use of complex sentences with subordinate clauses introduced by *que, porque* and *ya que* and there is also evidence of correct use of present, perfect and preterite tenses despite the verb errors mentioned above. The future time frame is conveyed using *querer* + infinitive. Overall the response is more accurate than inaccurate. The piece fits the descriptor for Level 2 and the lower of the two marks is the more appropriate. 3 marks.

Total: 6 + 3 = 9

Foundation student two (Question 04.2)

Response

Hola! Lo pasé bomba con mi madre en España. Alojamos en un hotel de cinco estrellas y jugamos voleibol por la noche y vimos muchos delphines. Comimos en el restaurante diferente cada día pero mi favorito se llama Pablo's porque la comida fue deliciosa. La vida nocturna en España es divertida pero la vida nocturna en Inglaterra es aburrida. En España comen muy tarde pero en Inglaterra comemos a las seis o siete. ¡Fue interesante! Este verano, voy a ir los Estados Unidos ya que hace sol y no llueve allí. Queremos ver el statuo de liberatía porque es muy, muy grande. Las vacaciones son importante porque son relajante y no hay estres de deberes o trabajado. Me gustaria ir de vacaciones más frecquente pero no tengo mucho dinero.

Commentary

Content

The student covers all aspects of the task very thoroughly. Communication is clear and a lot of information is conveyed. Frequent opinions are expressed and often explained. The response clearly reaches the top level and occasional minor errors do little to detract from the overall fluency of the piece. The top mark in the band is warranted. 10 marks

Quality of language

There is a good variety of appropriate vocabulary. There are a number of complex sentences with subordinate clauses introduced by *porque* and *ya que*. Verbs are secure and there are references to past, present and future time frames. Errors are mainly minor and the style and register are appropriate. The piece clearly matches the Level 3 descriptor and since Level 2 was never a consideration, the top mark in the band can be awarded. 6 marks.

Total: 10 + 6 = 16

Higher tier

Question one

EITHER Question 1.1

0	1	.	1
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Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tu colegio y tus planes para el futuro.

Escríbele una carta.

Menciona:

- *qué hiciste con tu familia para celebrar tu último cumpleaños*
- *tus opiniones sobre tu vida en el colegio*
- *cómo van tus exámenes*
- *qué vas a hacer el setiembre que viene.*

*Escribe aproximadamente 90 palabras en **español**. Responde a todos los aspectos de la pregunta.*

[16 marks]

OR Question 1.2

0	1	.	2
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Acabas de pasar tus vacaciones en España.

Escríbele una carta a tu amiga española.

Menciona:

- *qué hiciste en España*
- *qué diferencias hay entre la vida en España y en Inglaterra*
- *dónde vas a pasar las vacaciones este verano*
- *por qué son importantes las vacaciones.*

*Escribe aproximadamente 90 palabras en **español**. Responde a todos los aspectos de la pregunta.*

[16 marks]

Extract from mark scheme

Question 01

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]

Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four 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.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

Higher student one (Question 1.1)

Response

El primer, nos visitamos los tiendas de Oxford Street. Compré un videojuego que se llama Fifa con mi dinero y me encanto jugar Fifa todo el tiempo. Mi vida en colegio es fenomenal pero ocasionalmente, las professors son abburido. ¡Puedes dormiren sus clases!

Mis exámenes contiene mucha estres y son muy dificile pero creo que tengo buien [unclear] en mucho de ellos.

En setiembre, voy a ir a colegio, para mi año de colegio. Será emocionante pero más dificile que otro años.

Commentary

Content

At 78 words this piece is just a little short of the 90 required. The student has attempted to address all 4 of the bullet points and some information is conveyed each time but messages are not always completely clear and there are some points where messages break down. Some basic opinions are expressed. The piece exhibits features of Level 2 and Level 3, and there is some lack of clarity in places (eg ...*tengo buen/bien* [not clear what the student has written here] *en mucho de ellos*; ...*voy a ir a colegio, para mi año de colegio*.) The piece as a whole is slightly short but the lower mark in Level 3 was considered more appropriate. 5 marks.

Quality of language

The range of vocabulary is fairly basic, though generally appropriate to the needs of the task. The student does, however, struggle on one or two occasions to find the words to convey his message (eg '*First of all*' '*I have done well in...*' – see above). Apart from the incorrect concord in '*Mis exámenes contiene...*' (perhaps not the best choice of verb here anyway). Verb endings are generally accurate and there are correct examples of preterite, present, future and immediate future tenses. Noun/article/adjectival agreements sometimes cause problems ('*las profesors son abburido*'; '*mucha estres*'; '*son muy dificile*'; '*otro años*'). Sentences are sometimes short and simple but there are three occasions when *pero* is used and the student also uses *creo que* and a relative clause introduced by *que*. Again, the piece exhibits characteristics of both the Level 1 and Level 2 descriptors but, since it is just about possible to say that the response is more accurate than inaccurate, a mark at the bottom of Level 2 was considered appropriate. 3 marks.

Total: 5 + 3 = 8

Higher student two (Question 1.2)

Response

En España, me gusta nadar en el mar con mi familia porque es más divertido que relajarse. También visitamos al mercado y comprar gafas de sol y los caramelos. Los caramelos de España son muchos deliciosos. En España es muy caliente que en Inglaterra y es más tranquilo que en Inglaterra. En España relajarme mucho pero en Inglaterra, no relajarme mucho porque mi instituto. En el verano, mi familia y yo visitamos España porque mi abuelo vive allí. Las vacaciones son importante porque son divertido y relajarse. También las vacaciones son uno tiempo por resté.

Commentary

Content

At just over the 90 words required, this is a full response which covers all aspects of the task. Opinions are expressed. However, lapses in language mean that the clarity of communication is sometimes compromised. For example, the response to the first bullet point is in the present tense and is therefore not addressing the required task, unless we take *visitamos* to be a preterite verb. The last sentence communicates little and the student's response to the third bullet point ('*En el verano mi familia y yo visitamos España porque mi abuelo vive allí.*') does not really make it clear that he is talking about where he is going to spend his holidays this year, rather than what he usually does. The piece fits the Level 4 descriptor most accurately and given the number of points where poor expression causes some hindrance to the communication, the lower of the two marks is indicated. 7 marks.

Quality of language

Vocabulary is generally appropriate to the needs of the task and there are some attempts at complex language though these are not always successful. It is debatable how many time frames are referred to. *Visitamos* can be accepted as a correct preterite form though the following verb (*comprar*) in the same sentence is left in the infinitive. As pointed out above the response to bullet point 3 could be taken as a future reference but no verbs are used in either the future or immediate future tenses. The piece is more accurate than inaccurate but a number of infinitives are used instead of finite verbs and there are a number of minor errors (eg '*muchos deliciosos*'; '*es muy caliente que en Inglaterra*'). The piece fits the Level 2 descriptor but the lower mark in the band is more appropriate. 3 marks.

Total 7 + 3 = 10

Question two

EITHER Question 2.1

0 2 . 1

Lees un blog sobre la vida de los jóvenes y se lo mandas a tu amigo español.

Escríbele un mensaje.

Menciona:

- *algo que hiciste recientemente que fue muy divertido*
- *qué haces para mantenerte feliz, en forma y saludable.*

*Escribe aproximadamente 150 palabras en **español**. Responde a los dos aspectos de la pregunta.*

[32 marks]

OR Question 2.2

0 2 . 2

Una revista española que sale en línea tiene un concurso sobre 'los mejores amigos'. Hay un premio de 100 euros. Decides participar.

Escribe a su sitio web con esta información:

- *algo que hiciste que confirma que tú eres un buen amigo/una buena amiga*
- *qué vas a hacer con los 100 euros si ganas el concurso.*

*Escribe aproximadamente 150 palabras en **español**. Responde a los dos aspectos de la pregunta.*

[32 marks]

Extract from mark scheme

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]

Content

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

Higher student one (Question 2.1)

Response

Recientemente, el once de julio para ser esacto, visité un parque témotico, se llama Thorpe Park. Fui con mi amigo Mark y nos tenemos un buen tiempo nos pasemos dos horas jugando el fútbol con los joenes despúes de el parque fini. Aunque el día estaba fenomenal, no me gustaría repetir el día un más tiempo.

Un otro día que es muy divertido estaba con mi novia. Nos escuchamos del musica y fuimos de compras en Lakeside. No compré nada pero era un día emocionante. Normalmenté, juego al futbol, para mantenerme en forma. Juego para un equipo se llama Hullbridge. Después de los partidos, voy a visitar mis abuelos en Londres. Al baloncestro es un buen deporte, tambien pero no puedo practicar mucho. Me gustaría jugar baloncestro pero no tengo mucho tiempo para hacerlo.

Commentary

Content

This is a reasonable response with some relevant information conveyed, though occasionally a piece of information is given which is of dubious relevance (eg '*Después de los partidos, voy a visitar mis abuelos en Londres*'). Whilst the student generally responds to the bullet points in some detail, in the last paragraph he fails to tell us what he does to keep happy or healthy though we do learn how he keeps fit. Some opinions are expressed but not justified. Communication is generally clear but there are places where errors affect the clarity of the message. ('...*nos tenemos un buen tiempo*'; '*...después de el parque fini*'; '*un más tiempo*'). Though Level 3 was a consideration, the fact that the piece is just over 20 words short of the required total with an occasional lack of relevance and none of the opinions are justified means that a mark at the top of Level 2 is more appropriate. 6 marks.

Range of language

Apart from the occasional phrase there is not a great variety of vocabulary, there is some variety of structure (*después de* [used once correctly and once incorrectly]; use of the negative *nada*; *para*+infinitive; *no tengo mucho tiempo para hacerlo*). Some longer sentences are successfully attempted using the conjunctions *pero* and *aunque* and the relative pronoun *que*. Preterite, present, immediate future and the gerund *jugando* are correctly used. The language in general matches the descriptor for Level 2, but the fact that there is relatively little variety of vocabulary means that the lowest mark in the level is most appropriate. 4 marks.

Accuracy

The piece is certainly more accurate than inaccurate, particularly the last paragraph. However, a number of major errors – particularly the ones mentioned under Content above, but also the omission of *que* before *se llama*, *nos pasemos* for *pasamos*, *escuchamos del musica* and *al baloncestro* for *el baloncesto* and some confusion of *ser* and *estar* – means that a mark at Level 3 can be discounted. 2 marks.

Total 6 + 4 + 2 = 12

Higher student two (Question 2.1)

Response

Recientemente jugue al Rugby para el equipo de Warrington en el final de la copa de Lancashire. Era un ocasion muy especial porque habia mucha gente que vino ver el partido de Rugby. Despues una hora de Rugby, no ganamos la copa, y ere una pena grande, que no ganamos, pero lo pase bomba porque el partido era mi emocionate y si fuera posible jugaría en un final de una copa cada el fin de semana. Rugby es mi pasión, y espero jugar el deporte para muchos años en el futuro porque me ayuda mantenerse feliz y en forma. Es muy importante para mi, mantenerse en forma, y en este momento voy al gimnasio tres veces en la semana, y probaré ir cuando estoy mayor, pero se que, estará muy dificil ir al gimnasio regularmente porque estaré trabajando cada semana en el futuro. Tambien me gusta comer una dieta equillibria para estar saludable, y pienso que la fruta, las verduras y el carne son partes importantes de mi dieta. Aunque soy muy deportista, mi encanta la musica tambien y suelo tocar mi guitarra cada dia para mantenerse feliz y tambien mejorar.

Commentary

The response is relevant and a lot of information is conveyed. In his response to the second bullet point, the student clearly addresses what he does to keep happy, fit and healthy. Communication is clear throughout and opinions are expressed and justified. Level 5 was considered as a possibility but the piece does not quite contain the quantity of detailed information needed for a mark in this band. However, a mark at the top of Level 4 can be awarded. 12 marks.

Range of language

There is some variety in vocabulary and a good variety of structures, though not a very good variety. There is clear evidence to support the usage of complex sentences with *porque*, *aunque*, *cuando*, *que* and a conditional sentence (*'Si fuera posible jugaría...*). Preterite, imperfect, imperfect subjunctive, present and future tenses are used. There are one or two lapses but in general this is a fluent piece of coherent writing. The piece closely matches the Level 3 descriptor so the middle mark in the band is indicated. 8 marks.

Accuracy

The response is generally accurate; there are a number of minor errors (*mi* for *muy*; incorrect reflexive pronouns; missing accents on some preterite forms) but few major ones and verb and tense formations are nearly always correct. 4 marks.

Total 12 + 8 + 4 = 24

Higher student one (Question 2.2)

Response

¡Hola! Me llamo Lucy y tengo diez y cinco años y soy muy emocionante sobre tu concurso.

Creo que soy una buena amiga porque soy facil hablar de, soy simpatica, soy generosa, soy paciente y soy un poco loca! Para mi es emportante ser allí para mis amigos siempre y me gusta escuchar os problemas porque me gusta aydar las personas. Sin embargo, en mi opinion es importante tener diverto y pienso que soy bastante buena de hacer las personas reír. Me encanta pasar mucho tiempo con mis amigos y el proximo fin de semana, vamos a ir compras juntos. Nos gusta escuchar la música, charlar y hacer cosas juntos. Me gustaría creer que mis amigos creen que soy una buena amiga.

Si ganaría el concurso, y los 100 euros, me gustaría comprar muchos regalos con mis amigos y mi familia y me gustaría decir el dinero a 'Cancer Research' así que puedo aydar las personas que tengan cancer.

Creo que es muy importante aydar las personas que no tengan dinera, o que tengan enfermedades porque puede y porque haga tu una persona buena.

Mucho gracias por leer, y me gustaría escuchar de tu.

Commentary

Content

A good response which conveys quite a lot of information with some clarity. However, while the student does describe in some detail why she can be considered a good friend, she does not really address the brief properly and describe 'something that she did' which would confirm this. There are also some lapses which cause some ambiguity: '*soy muy emocionante sobre...*'; '*tener diverto*'; '*soy bastante buena de hacer las personas reír*'; '*me gustaría decir el dinero*'; '*porque puede y porque haga tu una persona buena*'. Some opinions are expressed and attempts are made to justify some of them, sometimes more successfully than others. The piece conveys enough information clearly to fit the Level 3 descriptor but Level 2 was a consideration, so the bottom mark in the band is awarded. 7 marks.

Range of language

While some vocabulary and constructions are inappropriate (*tener diverto*; *facil hablar de*; *me gustaría escuchar de tu*) the piece does contain a reasonable variety of appropriate vocabulary and structures. Longer sentences are successfully attempted, with clauses linked by *porque*, (*creer*) *que*, the relative pronoun *que*, *así que* and *si* (though here the following tense is incorrect). Present and conditional tenses are used. The piece fits the descriptor for Level 2 and, since neither Level 1 nor Level 3 were considered, the middle mark in the band is the most appropriate. 5 marks.

Accuracy

The response is reasonably accurate and verb and tense formations are generally correct. Where communication is hindered this is usually the result of a wrong choice of idiom rather than grammatical inaccuracy. 3 marks.

Total 7 + 5 + 3 = 15

Higher student two (Question 2.2)

Response

Yo diría que soy una buena amiga, porque el mes pasado, mi mejora amiga estaba muy triste porque su gato había muerto, así que decidí a ayudarla. Primero, organicé un viaje para ir al parque temático porque le chiflan los juegos que ofrecen allí y también le encanta la adrenalina. Lo pasó bomba y olvidó por qué estaba triste! Además, compré unos DVDs y nos quedamos en casa, vimos las películas y comimos muchas palomitas, mi amiga me dijo que se sintió mucho mejor. Si gano, pienso que sería una experiencia inolvidable! Me encantaría gastar el dinero en ir al centro comercial con mi mejora amiga y compraríamos mucha nueva ropa – estaríamos de moda! Creo que eso sería una buena manera de gastar los 100 euros porque la compra es nuestro pasatiempo favorito, y siempre estamos chateando sobre las tendencias y la moda en las revistas, es muy interesante y siempre he soñado con ganar mucho dinero, así que en mi opinión, si gano eso concurso, sería increíble!, como un sueño!

Commentary

Content

This response conveys a lot of information which is fully relevant and it provides a detailed response to both aspects of the task, describing in detail how she helped her friend and how she would like to spend the 100 euros. Communication is always clear and not affected by the occasional minor error. Some opinions are expressed and explained in some detail: she describes why she decided to help her friend, why she thought her friend would like a visit to a theme park and why she would like to spend the money on a shopping spree. 15 marks.

Range of language

There is a very good variety of vocabulary (*chiflar/encantar, pasarlo bomba, inolvidable, estar de moda, soñar con*) and structures (*para + infinitive, una buena manera de + infinitive, yo diría que, creo que, así que*). *Que, porque and si* are used to introduce subordinate clauses and preterite, imperfect, perfect, present and conditional tenses are correctly used. More complex sentences are handled with confidence and the general impression is of a fluent piece of coherent writing. 11 marks.

Accuracy

The response is very accurate with only a handful of minor errors (*mejora, eso concurso*). Apart from *se sintió* verb and tense formations are secure. 5 marks.

Total 15 + 11 + 5 = 31

Question three

0	3
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Translate the following passage into Spanish.

I went to the cinema yesterday and I did not do my homework. Now I cannot visit my grandparents' house because I have to study. They live in a city where there is a lot to do. I like to go shopping there. The shops are better. I want to buy a mobile phone. I am going to look on the Internet.

[12 marks]

Extract from mark scheme

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]

Conveying key messages

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Higher student one

Response

Fui al cine ayer y no hago mis deberes. Ahora no visito la casa de mis abuelos porque debo que estudiar. Viven en una ciudad donde hay muchos hacer. Me gusta comprar allí. Las tiendas son mejor. Quiero comprar un móvil. Voy a navegar en el internet.

Commentary

Conveying key messages

The message about the cinema is accurate but the wrong tense in the second half of the sentence fails to convey the full message. The omission of *puedo* and the unnecessary use of *que* create ambiguity, but something of these messages is conveyed. The beginning of the next sentence is accurate and, though *hay muchos hacer* causes some delay in communication, the general idea of the message is conveyed. The rest of the piece communicates well. The student uses *comprar* (rather than *ir de compras*) and *navegar* (rather than *ver/mirar/buscar*) and there is a lack of adjectival agreement in the sentence '*Las tiendas son mejor*' but the key messages are expressed. Most key messages are therefore conveyed. 4 marks.

Application of grammatical knowledge of language and structures

There is a very good knowledge of vocabulary and structures and despite the odd error and omission the piece is generally accurate. 4 marks.

Total 4 + 4 = 8

Higher student two

Response

Hier, iré a el cine y no me hace mis deberes. Ahora yo no puedo visito mis _____ casa porque yo podría estudiar. _____ vivan en el ciudad dóde era más hacer. Me gusta ir shopping.

Los _____

_____ Podría comprar un móvil. Voy a _____ en el Internet.

Commentary

Conveying key messages

The use of the French word *hier* and a future tense conveys the wrong message about the cinema. In the second part of the sentence we get some idea of homework not being done but the message is confused by the verb in the wrong tense and person. Despite the use of *visito* for *visitar* we get the idea of a house not being visited but the omission of *abuelos* renders the message incomplete and *yo podría estudiar* conveys the wrong message about studying. Despite inaccuracies, we can deduce that they live in a city but the final part of the sentence conveys little and use of the English word renders the sentence about shopping virtually meaningless. He tells us he could (rather than wants to) buy a mobile phone and we can deduce that he wants to do something on the internet. Very few key messages are conveyed. 1 mark.

Application of grammatical knowledge of language and structures

There is a very limited knowledge of vocabulary and structures. 1 mark.

Total 1 + 1 = 2

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