



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH

0530/42

Paper 4 Writing

May/June 2019

MARK SCHEME

Maximum Mark: 50

Published

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

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

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

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **35** printed pages.

PUBLISHED**Generic Marking Principles**

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

1 General Marking Principles**1.1 Crossing out:**

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

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

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks

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

Award NR (No Response):

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.5 Optional questions: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

Question	Answer	Marks
<p>Question 1</p>	<p>Candidates are required to list 8 items in Spanish. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item (e.g. where a candidate has linked two words as in <i>cepillo de dentífrica</i> = 1 tick; however <i>cepillo y dentífrica</i> (candidate intends this as two items) = 2 ticks).</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> • 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer? • Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created. • If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning). • Where letters are transposed, the word is likely to communicate (unless another word has been created). <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> • <i>pantalones, pantalones cortos</i>: award one mark to each item • <i>pantalones pequeños, pantalones azules</i>: award one mark for the first <i>pantalones</i> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>	

Question	Answer			Marks
1	Estás en la estación de tren. Haz una lista en español de 8 cosas que puedes ver.			5
	ACCEPT	ACCEPT	REFUSE	
	Only 1 item of food or drink			
	Only 1 item of clothing			
	andén			
	billete billet boleto		tren	
	cafetería		estación	
	entrada		estación de tren(es)	
	hombre		hora	
	horario		tiempo	
	maleta		téléphono telephone	
	mujer		ticket	
	pasajero			
	policía			
	reloj			
	restaurante			

Question	Answer			Marks
1	ACCEPT	ACCEPT	REFUSE	
	quisco			
	salida			
	servicios			
	taquilla			
	taxi			
	teléfono	teléfon		
	tienda			
	vía			
	regalo recuerdo			
	mochila			
	Total for Question 1: 5 marks			

Question	Answer	Marks
Question 2	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none">• Communication: award a mark out of 10, according to the instructions in 2.1.• Language: award a mark out of 5, according to the instructions in 2.2.	

Question	Answer	Marks
2	<p>Mi dieta</p> <p><u>2.1: Award a mark out of 10 for Communication</u></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> • Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. • See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. • For language other than verbs, use ‘rules’ in Question 1: look alike, sound alike, etc. • Misplaced adjectives, negatives and adverbs will not usually compromise communication. <p>(v) LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • <i>Ella es alta y delgada y grande y nerviosa.</i> (1 verb, therefore treat as list of 4 items: place one tick over ‘grande’ (third item in list) and another tick over ‘nerviosa’ (fourth item in list)) • <i>Ella es alta. Es delgada. Tiene el pelo moreno.</i> (3 verbs therefore each piece of information can score a separate communication mark) <p>(vi) Only reward each piece of information once, e.g. <i>es fantástica</i> cannot score both as description and reason for liking; <i>es fantástica y sus clases son fantásticas</i> can both be rewarded as <i>fantástica(s)</i> describes different nouns; <i>ella me ayuda a hacer mis deberes</i> and <i>me ayuda todos los días</i> can both be rewarded as they each contain a different extra detail (<i>a hacer mis deberes</i> and <i>todos los días</i>).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>	15

Question	Answer		Marks
2	Tick	Accept	
	✓1	<p>Describe la comida en tu colegio.</p> <p>REWARD any statement relating to the food that is available at the candidate's school</p>	
	✓2	<p>¿Cuál es tu comida preferida?</p> <p>REWARD any statement relating to the candidate's favourite food</p>	
	✓3	<p>¿Prefieres comer en casa o en un restaurante? ¿Por qué?</p> <p>REWARD any statement relating to where the candidate prefers to eat</p> <p>REWARD and statement which explains why</p>	
	✓4	<p>¿Cómo vas a cambiar tu dieta para tener una vida más sana?</p> <p>REWARD any statement relating to how the candidate is going to change his/her diet to lead a healthier life</p>	

Question	Answer	Marks												
2	<p><u>2.2: Award a mark out of 5 for Language</u></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (Appendix I)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="344 453 1928 1118"> <tbody> <tr> <td data-bbox="344 453 517 620">5</td> <td data-bbox="517 453 1928 620">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="344 620 517 751">4</td> <td data-bbox="517 620 1928 751">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="344 751 517 884">3</td> <td data-bbox="517 751 1928 884">Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="344 884 517 986">2</td> <td data-bbox="517 884 1928 986">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="344 986 517 1051">1</td> <td data-bbox="517 986 1928 1051">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="344 1051 517 1118">0</td> <td data-bbox="517 1051 1928 1118">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>	5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.	2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	0	One or two disjointed words or short phrases may be recognisable.	
5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.													
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.													
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.													
2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.													
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.													
0	One or two disjointed words or short phrases may be recognisable.													

Question	Answer	Marks
Question 3		
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:		
<ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1. • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2. award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. 		
For question-specific guidance, see later in this mark scheme.		
<u>3.1: Award a mark out of 10 for Communication</u>		
(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.		
(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).		
2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	
0 ticks	Nothing of worth communicated.	
(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.		
(iv) Add up the ticks to give a mark out of 10 for Communication.		

Question	Answer	Marks																				
<p><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></p> <p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. For question-specific guidance, see later in this mark scheme.</p> <p>(i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). (ii) Place the tick so that it does not obscure the accent/tilde. (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p> <p style="text-align: center;">Conversion table for accurate use of Verbs (Question 3)</p> <table border="1" data-bbox="790 587 1447 1241"> <thead> <tr> <th data-bbox="790 587 1167 651">Number of ticks</th> <th data-bbox="1167 587 1447 651">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="790 651 1167 715">18+</td> <td data-bbox="1167 651 1447 715">8</td> </tr> <tr> <td data-bbox="790 715 1167 778">16,17</td> <td data-bbox="1167 715 1447 778">7</td> </tr> <tr> <td data-bbox="790 778 1167 842">14,15</td> <td data-bbox="1167 778 1447 842">6</td> </tr> <tr> <td data-bbox="790 842 1167 906">12,13</td> <td data-bbox="1167 842 1447 906">5</td> </tr> <tr> <td data-bbox="790 906 1167 970">10,11</td> <td data-bbox="1167 906 1447 970">4</td> </tr> <tr> <td data-bbox="790 970 1167 1034">8,9</td> <td data-bbox="1167 970 1447 1034">3</td> </tr> <tr> <td data-bbox="790 1034 1167 1098">6,7</td> <td data-bbox="1167 1034 1447 1098">2</td> </tr> <tr> <td data-bbox="790 1098 1167 1161">4,5</td> <td data-bbox="1167 1098 1447 1161">1</td> </tr> <tr> <td data-bbox="790 1161 1167 1241">0,1,2,3</td> <td data-bbox="1167 1161 1447 1241">0</td> </tr> </tbody> </table>			Number of ticks	Mark	18+	8	16,17	7	14,15	6	12,13	5	10,11	4	8,9	3	6,7	2	4,5	1	0,1,2,3	0
Number of ticks	Mark																					
18+	8																					
16,17	7																					
14,15	6																					
12,13	5																					
10,11	4																					
8,9	3																					
6,7	2																					
4,5	1																					
0,1,2,3	0																					

Question	Answer	Marks
How to award ticks for accurate use of Verbs (Question 3):		
<p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • both subject and verb must be correct for the verb to score a tick • verb must be in the appropriate tense to score a tick • accents on verbs must be correct in order for a tick to be awarded • do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features. 		
Tick	No tick	Note
Yo soy (✓)		
He hecho (✓)		
Los profesores son (✓) amables	Los profesores son amables (no tick)	incorrect subject means tick cannot be awarded for verb
Use of gerund		
Tick	No tick	Note
Estoy escribiendo (✓)		Continuous forms of <i>estar</i> and gerund are awarded 1 tick
Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks

Question	Answer		Marks
With direct and indirect object pronouns			
Tick	No tick	Note	
Juan lo vio (✓)			
Reflexive/passive			
Tick	No tick	Note	
Él se levanta (✓)	Él levantase (<i>no tick</i>)		
Ella se ha cortado (✓)			
La puerta estaba (✓) abierta			
Yo me lavo (✓) las manos	Yo me lavo (<i>no tick</i>) el coche	<i>lavar</i> should not be used reflexively in this statement	
Impersonal verbs such as <i>gustar, quedar, faltar, etc.</i>			
Tick	No tick	Note	
Me gusta (✓) leer (✓)			
Me gusto (<i>no tick</i>) leer (✓)			
Me quedan (✓) diez euros			
Impersonal se			
Tick	No tick	Note	
Se puede (✓)			
Se habla español (✓)			

Question	Answer	Marks
Impersonal		
Hay (✓) patatas		
Es (✓) interesante		
With negative		
Tick	No tick	Note
No comen (✓)		
Sequence of tenses		
Tick	No tick	Note
Fui (✓) al cine y me gustó (✓) la película	Fui (✓) al cine y me gustaría (<i>no tick</i>) la película	If sequence is incorrect, both verbs cannot be rewarded
Single auxiliary with multiple past participles		
Sing		
Tick	No tick	Note
Hemos cantado (✓) y bailado (✓)		Hemos cantado = tick 1; Hemos bailado = tick 2
Verb which requires preposition		
Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for <i>lavar</i> to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of <i>con</i> means that <i>lavar</i> cannot receive a tick

Question	Answer	Marks
Verb which requires personal a		
Tick	No tick	Note
Veo (✓) a mi amigo	Veo (<i>no tick</i>) mi amigo	personal a is required for veo to be awarded a tick
Correct verb within meaningless statement		
El camino es (✓) largo	El camino es (<i>no tick</i>) inteligente	Do not reward correct verb in a meaningless statement
(b) Imperative		
Tick	No tick	Note
¡Ven! (✓)		
¡Oiga! (✓)		
(c) Interrogative		
Tick	No tick	Note
¿Vienes? (✓) / Vienes. (✓)		question mark not required for mark to be awarded
(¿)Vas (✓) a venir(?) (✓)		
(¿)Cómo estás(?) (✓)		

Question	Answer		Marks
(d) Infinitive			
Tick	No tick	Note	
Quiero (✓) salir (✓)			
No quiera (<i>no tick</i>) salir (✓)			
Quiero (✓) salire (<i>no tick</i>)			
Voy a (✓) estudiar (✓)			
Empecé a (✓) llorar (✓)			
Empecé (<i>no tick</i>) llorar (✓)			
(e) Participle (past or present)			
Tick	No tick	Note	
Terminado el programa (✓)			
Siendo estudiante (✓)			
(f) Reward only the first occurrence of a verb, e.g.			
<ul style="list-style-type: none"> • Me gusta (✓) la natación. También me gusta (<i>no tick</i>) el tenis • Me gusta (✓) la natación. No me gusta (<i>no tick</i>) el tenis 			
However,			
<ul style="list-style-type: none"> • Yo prefiero (✓) la natación y mi hermano prefiere (✓) el tenis – 2 different persons of the verb • Mi hermano prefiere (✓) la natación y mi hermana prefiere (<i>no tick</i>) el tenis – both third person usage • Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede (<i>no tick</i>) nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time 			

Question	Answer	Marks
<u>3.3: Award a mark out of 12 for Other linguistic features</u>		
(i)	Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).	
(ii)	Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that ‘spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct’ so annotation will focus on the degree of success with more complex language.	
(iii)	<p>Consider the extent to which the following are used correctly and appropriately when assessing the candidate’s control of structures:</p> <ul style="list-style-type: none"> • Subordinate clauses, including porque and que (relative pronouns). Indirect or reported speech (dijo que, creo que). Time clauses with cuando, mientras que etc. and si (= if) • Object pronouns (me ha dicho; me lo dio) and ‘strong’ pronouns • Conjunctions other than y and linking words (e.g. sin embargo, por lo tanto, por eso) • Prepositions – Time, Place etc. • Negatives • Adverbs • Use of por and para • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Appropriate use of <i>politenesses</i> in the letter. 	

Question	Answer	Marks
Grade descriptors for Other linguistic features (Question 3)		
11–12	<ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task. 	
9–10	<ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free^{^^}. • Uses a variety of relevant vocabulary at this level. 	
7–8	<ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. 	
5–6	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. 	
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. 	
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. 	
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. 	
<p data-bbox="138 1118 1733 1150">^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="138 1150 1563 1182">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1487 1219 2103 1347" style="text-align: right;"> Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks Total for Question 3: 30 marks </p>		

Question	Answer	Marks																		
3(a)	<p data-bbox="309 213 1659 245">Una excursión organizada por tu colegio. Escribe un e-mail a tu amigo/amiga sobre la excursión.</p> <p data-bbox="309 284 1391 316">3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="309 347 1960 1082"> <thead> <tr> <th data-bbox="309 352 421 411">Tick</th> <th data-bbox="421 352 1834 411">Accept</th> <th data-bbox="1834 352 1960 411">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 411 421 549">✓1</td> <td data-bbox="421 411 1834 549"> <p data-bbox="427 432 853 464">¿Adónde fuiste de excursión?</p> <p data-bbox="427 501 1256 533">Description of where the candidate went. Insist on a past tense.</p> </td> <td data-bbox="1834 411 1960 549">2</td> </tr> <tr> <td data-bbox="309 549 421 683">✓2</td> <td data-bbox="421 549 1834 683"> <p data-bbox="427 564 1088 596">¿Qué actividades hiciste con tus compañeros?</p> <p data-bbox="427 633 1514 665">Description/statement about any activity that the candidate did with his/her friends</p> </td> <td data-bbox="1834 549 1960 683">2</td> </tr> <tr> <td data-bbox="309 683 421 817">✓3</td> <td data-bbox="421 683 1834 817"> <p data-bbox="427 699 1155 730">¿Cuándo será la próxima excursión con tu colegio?</p> <p data-bbox="427 767 999 799">Mention of when the next school trip will be</p> </td> <td data-bbox="1834 683 1960 817">2</td> </tr> <tr> <td data-bbox="309 817 421 951">✓4</td> <td data-bbox="421 817 1834 951"> <p data-bbox="427 833 1375 865">¿Cuál es tu opinión de las excursiones organizadas por tu colegio?</p> <p data-bbox="427 901 1514 933">Candidate's opinion of school trips. Insist on a general comment about school trips</p> </td> <td data-bbox="1834 817 1960 951">2</td> </tr> <tr> <td data-bbox="309 951 421 1082">✓5</td> <td data-bbox="421 951 1834 1082"> <p data-bbox="427 967 1106 999">¿Te gusta viajar con tu familia? Explica por qué.</p> <p data-bbox="427 1035 1509 1067">Explanation of why the candidate does or does not like travelling with his/her family</p> </td> <td data-bbox="1834 951 1960 1082">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="427 432 853 464">¿Adónde fuiste de excursión?</p> <p data-bbox="427 501 1256 533">Description of where the candidate went. Insist on a past tense.</p>	2	✓2	<p data-bbox="427 564 1088 596">¿Qué actividades hiciste con tus compañeros?</p> <p data-bbox="427 633 1514 665">Description/statement about any activity that the candidate did with his/her friends</p>	2	✓3	<p data-bbox="427 699 1155 730">¿Cuándo será la próxima excursión con tu colegio?</p> <p data-bbox="427 767 999 799">Mention of when the next school trip will be</p>	2	✓4	<p data-bbox="427 833 1375 865">¿Cuál es tu opinión de las excursiones organizadas por tu colegio?</p> <p data-bbox="427 901 1514 933">Candidate's opinion of school trips. Insist on a general comment about school trips</p>	2	✓5	<p data-bbox="427 967 1106 999">¿Te gusta viajar con tu familia? Explica por qué.</p> <p data-bbox="427 1035 1509 1067">Explanation of why the candidate does or does not like travelling with his/her family</p>	2	30
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Question	Answer		Marks
3(a)	Communication point	For Verbs, accept:	
	1	Preterite / Perfect/Imperfect	
	2	Preterite / Perfect/Imperfect	
	3	Future / Present / Conditional	
	4	Present	
	5	Present	
	<p><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>		

Question	Answer	Marks																		
3(b)	<p data-bbox="309 213 1196 245"><i>La naturaleza en tu región. Escribe un artículo sobre este tema.</i></p> <p data-bbox="309 284 1391 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="309 352 1960 1082"> <thead> <tr> <th data-bbox="309 352 421 416">Tick</th> <th data-bbox="421 352 1834 416">Accept</th> <th data-bbox="1834 352 1960 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 416 421 552">✓1</td> <td data-bbox="421 416 1834 552"> <p data-bbox="434 432 1211 464">En tu región, ¿dónde puedes disfrutar de la naturaleza?</p> <p data-bbox="434 501 1771 533">Description of where the candidate can enjoy nature in his/her area. Do not insist on a present tense.</p> </td> <td data-bbox="1834 416 1960 552">2</td> </tr> <tr> <td data-bbox="309 552 421 683">✓2</td> <td data-bbox="421 552 1834 683"> <p data-bbox="434 568 1043 600">Describe cómo pasaste un día en el campo.</p> <p data-bbox="434 636 1588 668">Description of how the candidate spent the day in the countryside. Insist on a past tense.</p> </td> <td data-bbox="1834 552 1960 683">2</td> </tr> <tr> <td data-bbox="309 683 421 818">✓3</td> <td data-bbox="421 683 1834 818"> <p data-bbox="434 699 824 730">¿Qué tiempo hacía ese día?</p> <p data-bbox="434 767 1184 799">Description of the weather that day. Insist on a past tense.</p> </td> <td data-bbox="1834 683 1960 818">2</td> </tr> <tr> <td data-bbox="309 818 421 954">✓4</td> <td data-bbox="421 818 1834 954"> <p data-bbox="434 834 1458 866">En tu opinión, ¿cuáles son las ventajas de pasar tiempo en la naturaleza?</p> <p data-bbox="434 903 1126 935">Mention of any advantage of spending time in nature</p> </td> <td data-bbox="1834 818 1960 954">2</td> </tr> <tr> <td data-bbox="309 954 421 1082">✓5</td> <td data-bbox="421 954 1834 1082"> <p data-bbox="434 970 1391 1002">Para ti, ¿es importante proteger el medio ambiente? Explica por qué.</p> <p data-bbox="434 1038 1323 1070">Explanation of why it is or is not important to protect the environment</p> </td> <td data-bbox="1834 954 1960 1082">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="434 432 1211 464">En tu región, ¿dónde puedes disfrutar de la naturaleza?</p> <p data-bbox="434 501 1771 533">Description of where the candidate can enjoy nature in his/her area. Do not insist on a present tense.</p>	2	✓2	<p data-bbox="434 568 1043 600">Describe cómo pasaste un día en el campo.</p> <p data-bbox="434 636 1588 668">Description of how the candidate spent the day in the countryside. Insist on a past tense.</p>	2	✓3	<p data-bbox="434 699 824 730">¿Qué tiempo hacía ese día?</p> <p data-bbox="434 767 1184 799">Description of the weather that day. Insist on a past tense.</p>	2	✓4	<p data-bbox="434 834 1458 866">En tu opinión, ¿cuáles son las ventajas de pasar tiempo en la naturaleza?</p> <p data-bbox="434 903 1126 935">Mention of any advantage of spending time in nature</p>	2	✓5	<p data-bbox="434 970 1391 1002">Para ti, ¿es importante proteger el medio ambiente? Explica por qué.</p> <p data-bbox="434 1038 1323 1070">Explanation of why it is or is not important to protect the environment</p>	2	30
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Question	Answer		Marks
3(b)	Communication point	For Verbs, accept:	
	1	Present	
	2	Preterite	
	3	Imperfect/Preterite	
	4	Present	
	5	Present	
	<p><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>		

Question	Answer	Marks																		
3(c)	<p data-bbox="315 217 909 248"><i>‘Cuando salí del colegio vi un accidente...’</i></p> <p data-bbox="315 284 1391 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="315 352 1960 1082"> <thead> <tr> <th data-bbox="315 352 421 416">Tick</th> <th data-bbox="421 352 1834 416">Accept</th> <th data-bbox="1834 352 1960 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 416 421 552">✓1</td> <td data-bbox="421 416 1834 552"> <p data-bbox="434 435 1077 467">¿Qué planes tenías antes de ver el accidente?</p> <p data-bbox="434 502 1391 534">Description of the plans that the candidate had before seeing the accident</p> </td> <td data-bbox="1834 416 1960 552">2</td> </tr> <tr> <td data-bbox="315 552 421 687">✓2</td> <td data-bbox="421 552 1834 687"> <p data-bbox="434 571 741 603">Describe lo que viste.</p> <p data-bbox="434 638 1128 670">Description of what the candidate saw of the accident</p> </td> <td data-bbox="1834 552 1960 687">2</td> </tr> <tr> <td data-bbox="315 687 421 823">✓3</td> <td data-bbox="421 687 1834 823"> <p data-bbox="434 707 1050 738">¿Qué hicisteis tú y tus amigos para ayudar?</p> <p data-bbox="434 774 1279 805">Description of what the candidate and his/her friends did to help</p> </td> <td data-bbox="1834 687 1960 823">2</td> </tr> <tr> <td data-bbox="315 823 421 959">✓4</td> <td data-bbox="421 823 1834 959"> <p data-bbox="434 842 835 874">¿Cómo te sentiste después?</p> <p data-bbox="434 909 1451 941">Description of how the candidate felt afterwards. Do not insist on a past tense.</p> </td> <td data-bbox="1834 823 1960 959">2</td> </tr> <tr> <td data-bbox="315 959 421 1082">✓5</td> <td data-bbox="421 959 1834 1082"> <p data-bbox="434 978 663 1010">Explica por qué.</p> <p data-bbox="434 1045 1420 1077">Explanation of why the candidate felt like that. Do not insist on a past tense.</p> </td> <td data-bbox="1834 959 1960 1082">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="434 435 1077 467">¿Qué planes tenías antes de ver el accidente?</p> <p data-bbox="434 502 1391 534">Description of the plans that the candidate had before seeing the accident</p>	2	✓2	<p data-bbox="434 571 741 603">Describe lo que viste.</p> <p data-bbox="434 638 1128 670">Description of what the candidate saw of the accident</p>	2	✓3	<p data-bbox="434 707 1050 738">¿Qué hicisteis tú y tus amigos para ayudar?</p> <p data-bbox="434 774 1279 805">Description of what the candidate and his/her friends did to help</p>	2	✓4	<p data-bbox="434 842 835 874">¿Cómo te sentiste después?</p> <p data-bbox="434 909 1451 941">Description of how the candidate felt afterwards. Do not insist on a past tense.</p>	2	✓5	<p data-bbox="434 978 663 1010">Explica por qué.</p> <p data-bbox="434 1045 1420 1077">Explanation of why the candidate felt like that. Do not insist on a past tense.</p>	2	30
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Question	Answer		Marks
3(c)	Communication point	For Verbs, accept:	
	1	Imperfect / Pluperfect / Preterite	
	2	Preterite / Imperfect	
	3	Preterite / Imperfect	
	4	Preterite/ Present/ Imperfect	
	5	Preterite / Present / Imperfect	
	<p><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>		

Appendix I**Note on using mark schemes with Grade descriptors**

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a ‘best fit’ approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate’s performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material in Question 3

In the case of an answer which is completely irrelevant to the chosen question (3(a) or 3(b) or 3(c)), a mark of 0 is given for Communication and for Language.

In cases where the chosen question was clearly attempted but communication of the set tasks was not achieved (e.g. due to inadequate language control), a score of 0 is given for Communication. Language marks (for Verbs and Other Linguistic Features) are based on any phrases that do communicate meaning.

Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other Linguistic Features is based on the whole answer.

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

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

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

(i)	For 2 communication marks: accept a Present where a Future context is apparent	
	<i>El año que viene voy a España</i> = 2 for communication (but see also B (i) for further information)	(voy receives a tick for verb)
(ii)	For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa	
(iii)	For 2 communication marks: accept a 'phonetic version' of the correct time frame	
	<i>He pasado las vacaciones</i> = 2 for communication <i>E pasado las vacaciones</i> = 2 for communication <i>Mi madre necesita mi ayuda</i> = 2 for communication <i>Nececito ir a la tienda</i> = 2 for communication <i>He aprendido mucho</i> = 2 for communication <i>Mi tía tiene un club</i> = 2 for communication <i>He organizado una fiesta</i> = 2 for communication <i>Boy a ir al centro</i> = 2 for communication	<i>(Empezó a juego</i> = 1 for communication – <i>juego</i> is not phonetic) <i>Yo quiero jugar al fútbol</i> = 0 for communication (doblé 'r' is not a phonetic rendering of single 'r') <i>Yo prefiero llavar los platos</i> = 0 for communication (double 'll' is not a phonetic rendering of single 'l')
(iv)	For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite ifs it occurs.	
(v)	Errors of accent: award 2 communication marks (e.g. <i>estuve alli</i> = 2, <i>tambien fue</i> = 2, <i>es fantastico</i> = 2), <u>except</u> in the following cases	
	For 2 communication marks, insist on the accent on verbs which require it	<i>Yo comi</i> = 1 for communication (as an attempted preterite tense) <i>Esperabamos</i> = 1 for communication (as an attempted imperfect tense)

	For 2 communication marks, tolerate a grave accent for an acute accent	<i>Yo comi</i> = 2 for communication
(vi)	In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)	
	<i>Mi amigo dijo que tenía dolor de cabeza</i> = 2 for communication (in addition both verbs can receive a tick) <i>Mi amigo dice</i> (wrong tense) <i>que tenía dolor de cabeza</i> = 2 for communication (in addition second verb can receive a tick)	However, <i>Mi amigo dijo que tiene dolor de cabeza</i> = 1 for communication (see B (vii)) (in addition first verb can receive a tick) <i>Mi amigo dijo que él dolor de cabeza</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	<i>Creía que estaba enfermo</i> = 2 for communication (in addition both verbs receive a tick)	However: <i>Creía que llueve</i> = 1 for communication (see B (vii)) <i>Creía que tenía enfermo</i> = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)
(vii)	Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks	
	<i>No creo que haya muchas personas allí</i> = 2 for communication (plus both verbs receive a tick) <i>No creo que hay muchas personas allí</i> = 2 for communication (plus first verb receives a tick)	

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

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

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

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

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

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