



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH

0530/42

Paper 4 Writing

October/November 2018

MARK SCHEME

Maximum Mark: 50

Published

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

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

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

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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

This document consists of **33** 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 | <p data-bbox="338 217 1547 248">Estás en la playa con tus amigos. Haz una lista en español de 8 cosas que puedes ver.</p> <p data-bbox="338 284 763 316">Refuse toalla – it is the example</p> <p data-bbox="338 320 517 352">Refuse playa</p> <table border="1" data-bbox="526 384 1749 1238"> <thead> <tr> <th data-bbox="526 384 831 448">ACCEPT</th> <th data-bbox="831 384 1135 448"></th> <th data-bbox="1135 384 1440 448">ACCEPT</th> <th data-bbox="1440 384 1749 448"></th> </tr> </thead> <tbody> <tr> <td data-bbox="526 448 831 512">agua mineral</td> <td data-bbox="831 448 1135 512"></td> <td data-bbox="1135 448 1440 512">limonada</td> <td data-bbox="1440 448 1749 512"></td> </tr> <tr> <td data-bbox="526 512 831 576">amigos</td> <td data-bbox="831 512 1135 576"></td> <td data-bbox="1135 512 1440 576">mar</td> <td data-bbox="1440 512 1749 576"></td> </tr> <tr> <td data-bbox="526 576 831 639">bañador</td> <td data-bbox="831 576 1135 639"></td> <td data-bbox="1135 576 1440 639">natación</td> <td data-bbox="1440 576 1749 639"></td> </tr> <tr> <td data-bbox="526 639 831 703">barco</td> <td data-bbox="831 639 1135 703"></td> <td data-bbox="1135 639 1440 703">niño(s)</td> <td data-bbox="1440 639 1749 703"></td> </tr> <tr> <td data-bbox="526 703 831 767">bebida</td> <td data-bbox="831 703 1135 767"></td> <td data-bbox="1135 703 1440 767">sombrero</td> <td data-bbox="1440 703 1749 767"></td> </tr> <tr> <td data-bbox="526 767 831 831">chico(s)</td> <td data-bbox="831 767 1135 831"></td> <td data-bbox="1135 767 1440 831">windsurf</td> <td data-bbox="1440 767 1749 831"></td> </tr> <tr> <td data-bbox="526 831 831 895">coca cola</td> <td data-bbox="831 831 1135 895"></td> <td data-bbox="1135 831 1440 895"></td> <td data-bbox="1440 831 1749 895"></td> </tr> <tr> <td data-bbox="526 895 831 959">deportes acuáticos</td> <td data-bbox="831 895 1135 959"></td> <td data-bbox="1135 895 1440 959"></td> <td data-bbox="1440 895 1749 959"></td> </tr> <tr> <td data-bbox="526 959 831 1023">equitación</td> <td data-bbox="831 959 1135 1023"></td> <td data-bbox="1135 959 1440 1023"></td> <td data-bbox="1440 959 1749 1023"></td> </tr> <tr> <td data-bbox="526 1023 831 1086">familia</td> <td data-bbox="831 1023 1135 1086"></td> <td data-bbox="1135 1023 1440 1086"></td> <td data-bbox="1440 1023 1749 1086"></td> </tr> <tr> <td data-bbox="526 1086 831 1150">gafas de sol</td> <td data-bbox="831 1086 1135 1150"></td> <td data-bbox="1135 1086 1440 1150"></td> <td data-bbox="1440 1086 1749 1150"></td> </tr> <tr> <td data-bbox="526 1150 831 1214">helado</td> <td data-bbox="831 1150 1135 1214"></td> <td data-bbox="1135 1150 1440 1214"></td> <td data-bbox="1440 1150 1749 1214"></td> </tr> </tbody> </table> <p data-bbox="1525 1273 1935 1305" style="text-align: right;">Total for Question 1: 5 marks</p> | ACCEPT | | ACCEPT | | agua mineral | | limonada | | amigos | | mar | | bañador | | natación | | barco | | niño(s) | | bebida | | sombrero | | chico(s) | | windsurf | | coca cola | | | | deportes acuáticos | | | | equitación | | | | familia | | | | gafas de sol | | | | helado | | | | 5 |
| ACCEPT | | ACCEPT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| agua mineral | | limonada | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| amigos | | mar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| bañador | | natación | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| barco | | niño(s) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| bebida | | sombrero | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| chico(s) | | windsurf | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| coca cola | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| deportes acuáticos | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| equitación | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| familia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| gafas de sol | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| helado | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|--|---|-------|
| <p>Question 2</p> <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. | | |
| 2 | <p><i>Mi casa</i></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) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • <i>Ella es alta y delgada y grande y nerviosa. (1 verb, therefore treat as list of 4 items: place one tick over ‘grande’ (third item in list) and another tick over ‘nerviosa’ (fourth item in list))</i> • <i>Ella es alta. Es delgada. Tiene el pelo moreno. (3 verbs therefore each piece of information can score a separate communication mark)</i> | 15 |

| Question | Answer | Marks | | | | | | | | | | |
|----------|---|-------|--------|----|---|----|--|----|--|----|---|--|
| 2 | <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> <table border="1" data-bbox="398 520 1874 1187"> <thead> <tr> <th data-bbox="398 520 517 587">Tick</th> <th data-bbox="517 520 1874 587">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="398 587 517 719">✓1</td> <td data-bbox="517 587 1874 719"> <p>¿Cómo es tu casa?</p> <p>REWARD: any statement relating to what the candidate's house is like</p> </td> </tr> <tr> <td data-bbox="398 719 517 852">✓2</td> <td data-bbox="517 719 1874 852"> <p>¿Qué hay en tu dormitorio?</p> <p>REWARD: any statement relating to what is in the candidate's bedroom</p> </td> </tr> <tr> <td data-bbox="398 852 517 1054">✓3</td> <td data-bbox="517 852 1874 1054"> <p>En tu casa, ¿dónde prefieres estudiar? ¿Por qué?</p> <p>REWARD: any statement relating to a location in the house</p> <p>REWARD: any explanation/reason even if it is not clear which location is preferred</p> </td> </tr> <tr> <td data-bbox="398 1054 517 1187">✓4</td> <td data-bbox="517 1054 1874 1187"> <p>¿Qué te gustaría cambiar en tu casa?</p> <p>REWARD: any statement relating to what the candidate would like to change about their house</p> </td> </tr> </tbody> </table> | Tick | Accept | ✓1 | <p>¿Cómo es tu casa?</p> <p>REWARD: any statement relating to what the candidate's house is like</p> | ✓2 | <p>¿Qué hay en tu dormitorio?</p> <p>REWARD: any statement relating to what is in the candidate's bedroom</p> | ✓3 | <p>En tu casa, ¿dónde prefieres estudiar? ¿Por qué?</p> <p>REWARD: any statement relating to a location in the house</p> <p>REWARD: any explanation/reason even if it is not clear which location is preferred</p> | ✓4 | <p>¿Qué te gustaría cambiar en tu casa?</p> <p>REWARD: any statement relating to what the candidate would like to change about their house</p> | |
| Tick | Accept | | | | | | | | | | | |
| ✓1 | <p>¿Cómo es tu casa?</p> <p>REWARD: any statement relating to what the candidate's house is like</p> | | | | | | | | | | | |
| ✓2 | <p>¿Qué hay en tu dormitorio?</p> <p>REWARD: any statement relating to what is in the candidate's bedroom</p> | | | | | | | | | | | |
| ✓3 | <p>En tu casa, ¿dónde prefieres estudiar? ¿Por qué?</p> <p>REWARD: any statement relating to a location in the house</p> <p>REWARD: any explanation/reason even if it is not clear which location is preferred</p> | | | | | | | | | | | |
| ✓4 | <p>¿Qué te gustaría cambiar en tu casa?</p> <p>REWARD: any statement relating to what the candidate would like to change about their house</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> (last page of mark scheme)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="409 454 1865 1118"> <tbody> <tr> <td data-bbox="409 454 488 619">5</td> <td data-bbox="488 454 1865 619">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="409 619 488 751">4</td> <td data-bbox="488 619 1865 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="409 751 488 884">3</td> <td data-bbox="488 751 1865 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="409 884 488 986">2</td> <td data-bbox="488 884 1865 986">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="409 986 488 1050">1</td> <td data-bbox="488 986 1865 1050">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="409 1050 488 1118">0</td> <td data-bbox="488 1050 1865 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 | | | | | | |
|--|--|--|---------------|--|----------------|--------------------------------|--|--|
| <p>Question 3</p> <p>Candidates answer 1 question from a choice of 3. 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 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. <p>For question-specific guidance, see later in this mark scheme.</p> <p><u>3.1: Award a mark out of 10 for Communication</u></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(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).</p> <table border="1" data-bbox="327 798 1912 995"> <tbody> <tr> <td data-bbox="327 798 479 863">2 ticks</td> <td data-bbox="479 798 1912 863">Message clearly communicated. Minor errors (adjective endings, use of prepositions, etc.) are tolerated.</td> </tr> <tr> <td data-bbox="327 863 479 928">1 tick</td> <td data-bbox="479 863 1912 928">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="327 928 479 995">0 ticks</td> <td data-bbox="479 928 1912 995">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(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.</p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p> | 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. | | |
| 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. | | | | | | | |

| 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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="792 587 1167 652">Number of ticks</th> <th data-bbox="1167 587 1444 652">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 652 1167 718">18+</td> <td data-bbox="1167 652 1444 718">8</td> </tr> <tr> <td data-bbox="792 718 1167 783">16,17</td> <td data-bbox="1167 718 1444 783">7</td> </tr> <tr> <td data-bbox="792 783 1167 849">14,15</td> <td data-bbox="1167 783 1444 849">6</td> </tr> <tr> <td data-bbox="792 849 1167 914">12,13</td> <td data-bbox="1167 849 1444 914">5</td> </tr> <tr> <td data-bbox="792 914 1167 979">10,11</td> <td data-bbox="1167 914 1444 979">4</td> </tr> <tr> <td data-bbox="792 979 1167 1045">8,9</td> <td data-bbox="1167 979 1444 1045">3</td> </tr> <tr> <td data-bbox="792 1045 1167 1110">6,7</td> <td data-bbox="1167 1045 1444 1110">2</td> </tr> <tr> <td data-bbox="792 1110 1167 1176">4,5</td> <td data-bbox="1167 1110 1444 1176">1</td> </tr> <tr> <td data-bbox="792 1176 1167 1241">0,1,2,3</td> <td data-bbox="1167 1176 1444 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. | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="221 531 658 595">Tick</th> <th data-bbox="658 531 1095 595">No tick</th> <th data-bbox="1095 531 2013 595">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="221 595 658 659">Yo soy (✓)</td> <td data-bbox="658 595 1095 659"></td> <td data-bbox="1095 595 2013 659"></td> </tr> <tr> <td data-bbox="221 659 658 722">He hecho (✓)</td> <td data-bbox="658 659 1095 722"></td> <td data-bbox="1095 659 2013 722"></td> </tr> <tr> <td data-bbox="221 722 658 818">Los profesores son (✓) amables</td> <td data-bbox="658 722 1095 818">Los profesores son amables (no tick)</td> <td data-bbox="1095 722 2013 818">incorrect subject means tick cannot be awarded for verb</td> </tr> </tbody> </table> | | | 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 |
| 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 | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="221 898 658 962">Tick</th> <th data-bbox="658 898 1095 962">No tick</th> <th data-bbox="1095 898 2013 962">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="221 962 658 1026">Estoy escribiendo (✓)</td> <td data-bbox="658 962 1095 1026"></td> <td data-bbox="1095 962 2013 1026">Continuous forms of <i>estar</i> and gerund are awarded 1 tick</td> </tr> <tr> <td data-bbox="221 1026 658 1121">Llevo (✓) dos años estudiando (✓)</td> <td data-bbox="658 1026 1095 1121"></td> <td data-bbox="1095 1026 2013 1121">Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks</td> </tr> </tbody> </table> | | | 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 | | | |
| 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 | | | | | | | | | | | | |
| With direct and indirect object pronouns | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="221 1193 658 1257">Tick</th> <th data-bbox="658 1193 1095 1257">No tick</th> <th data-bbox="1095 1193 2013 1257">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="221 1257 658 1326">Juan lo vio (✓)</td> <td data-bbox="658 1257 1095 1326"></td> <td data-bbox="1095 1257 2013 1326"></td> </tr> </tbody> </table> | | | Tick | No tick | Note | Juan lo vio (✓) | | | | | | | | |
| Tick | No tick | Note | | | | | | | | | | | | |
| Juan lo vio (✓) | | | | | | | | | | | | | | |

| Question | Answer | | Marks |
|---|--|---|-------|
| Reflexive/passive | | | |
| Tick | No tick | Note | |
| Él se levanta (✓) | Él levántase (<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 (✓) | | | |
| Impersonal | | | |
| Hay (✓) patatas | | | |
| Es (✓) interesante | | | |

| Question | Answer | | Marks |
|--|---|---|-------|
| With negative | | | |
| Tick | No tick | Note | |
| No comen (✓) | | | |
| Sequence of tenses | | | |
| Tick | No tick | Note | |
| Fui (✓) al cine y me gustó (✓) la película | Fui (✓) al cine y me gustaría (no tick) la película | If sequence is incorrect, both verbs cannot be rewarded | |
| Single auxiliary with multiple past participles | | | |
| Sing | | | |
| Tick | No tick | Note | |
| Hemos cantado (✓) y bailado (✓) | | Hemos cantado = tick 1; Hemos bailado = tick 2 | |
| Verb which requires preposition | | | |
| Tick | No tick | Note | |
| Ayudo (✓) a lavar (✓) el coche | | | |
| Ayudo (✓) lavar el coche | | preposition is required for <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 | | |
| Tick | No tick | Note |
| 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. | | | |
| • 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, | | | |
| • 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 | | | |

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| Question | Answer | Marks |
|--|--------|-------|
| <p><u>3.3: Award a mark out of 12 for Other linguistic features</u></p> <p>(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)).</p> <p>(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.</p> <p>(iii) 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>politesse</i>s 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="159 1209 1765 1241">^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="159 1241 1592 1273">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1451 1278 2074 1410" 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><i>Recientemente fue tu cumpleaños. Escribe un e-mail a tu amigo/amiga español(a).</i></p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="383 352 1895 1286"> <thead> <tr> <th data-bbox="383 352 479 416">Tick</th> <th data-bbox="479 352 1783 416">Accept</th> <th data-bbox="1783 352 1895 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 416 479 584">✓1</td> <td data-bbox="479 416 1783 584"> <p>¿Qué organizaron tus padres para el día de tu cumpleaños?</p> <p>Insist on past tense Accept any statement relating to what the candidates' parents organised for his/her birthday</p> </td> <td data-bbox="1783 416 1895 584">2</td> </tr> <tr> <td data-bbox="383 584 479 751">✓2</td> <td data-bbox="479 584 1783 751"> <p>¿Qué regalos recibiste?</p> <p>Insist on past tense Accept any statement relating to what gifts the candidate received</p> </td> <td data-bbox="1783 584 1895 751">2</td> </tr> <tr> <td data-bbox="383 751 479 919">✓3</td> <td data-bbox="479 751 1783 919"> <p>Explica por qué te gustan los regalos que te dieron tus compañeros.</p> <p>Expect opinions/emotions Accept any statement relating to why the candidate likes the presents from his/her friends</p> </td> <td data-bbox="1783 751 1895 919">2</td> </tr> <tr> <td data-bbox="383 919 479 1118">✓4</td> <td data-bbox="479 919 1783 1118"> <p>Si tuvieras mucho dinero, ¿cómo celebrarías tu cumpleaños?</p> <p>Expect opinions/emotions Accept any statement relating to how the candidate would celebrate his/her birthday if s/he had lots of money</p> </td> <td data-bbox="1783 919 1895 1118">2</td> </tr> <tr> <td data-bbox="383 1118 479 1286">✓5</td> <td data-bbox="479 1118 1783 1286"> <p>Pregúntale a tu amigo/amiga algo sobre <u>su</u> cumpleaños.</p> <p>Expect a question Accept any question seeking information about the candidate's friend's birthday</p> </td> <td data-bbox="1783 1118 1895 1286">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p>¿Qué organizaron tus padres para el día de tu cumpleaños?</p> <p>Insist on past tense Accept any statement relating to what the candidates' parents organised for his/her birthday</p> | 2 | ✓2 | <p>¿Qué regalos recibiste?</p> <p>Insist on past tense Accept any statement relating to what gifts the candidate received</p> | 2 | ✓3 | <p>Explica por qué te gustan los regalos que te dieron tus compañeros.</p> <p>Expect opinions/emotions Accept any statement relating to why the candidate likes the presents from his/her friends</p> | 2 | ✓4 | <p>Si tuvieras mucho dinero, ¿cómo celebrarías tu cumpleaños?</p> <p>Expect opinions/emotions Accept any statement relating to how the candidate would celebrate his/her birthday if s/he had lots of money</p> | 2 | ✓5 | <p>Pregúntale a tu amigo/amiga algo sobre <u>su</u> cumpleaños.</p> <p>Expect a question Accept any question seeking information about the candidate's friend's birthday</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | <p>¿Qué organizaron tus padres para el día de tu cumpleaños?</p> <p>Insist on past tense Accept any statement relating to what the candidates' parents organised for his/her birthday</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | <p>¿Qué regalos recibiste?</p> <p>Insist on past tense Accept any statement relating to what gifts the candidate received</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓3 | <p>Explica por qué te gustan los regalos que te dieron tus compañeros.</p> <p>Expect opinions/emotions Accept any statement relating to why the candidate likes the presents from his/her friends</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓4 | <p>Si tuvieras mucho dinero, ¿cómo celebrarías tu cumpleaños?</p> <p>Expect opinions/emotions Accept any statement relating to how the candidate would celebrate his/her birthday if s/he had lots of money</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓5 | <p>Pregúntale a tu amigo/amiga algo sobre <u>su</u> cumpleaños.</p> <p>Expect a question Accept any question seeking information about the candidate's friend's birthday</p> | 2 | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|---------------------|--|---------------------|--------------------|---|--|---|--|---|---|---|---|---|---|--|
| 3(a) | <p data-bbox="338 213 1491 245"><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <table border="1" data-bbox="383 280 1892 708"> <thead> <tr> <th data-bbox="383 280 629 379">Communication point</th> <th data-bbox="629 280 1892 379">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 379 629 448">1</td> <td data-bbox="629 379 1892 448">Preterite / Perfect / Imperfect (depending on context)</td> </tr> <tr> <td data-bbox="383 448 629 517">2</td> <td data-bbox="629 448 1892 517">Preterite / Perfect / Imperfect (depending on context)</td> </tr> <tr> <td data-bbox="383 517 629 585">3</td> <td data-bbox="629 517 1892 585">Present / Preterite / Perfect / Imperfect / Future / Conditional (depending on context)</td> </tr> <tr> <td data-bbox="383 585 629 654">4</td> <td data-bbox="629 585 1892 654">Present / Future / Conditional (depending on context)</td> </tr> <tr> <td data-bbox="383 654 629 708">5</td> <td data-bbox="629 654 1892 708">Present / Future / Conditional / Preterite / Perfect / Imperfect (depending on context)</td> </tr> </tbody> </table> <p data-bbox="338 746 1541 778"><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p> | Communication point | For Verbs, accept: | 1 | Preterite / Perfect / Imperfect (depending on context) | 2 | Preterite / Perfect / Imperfect (depending on context) | 3 | Present / Preterite / Perfect / Imperfect / Future / Conditional (depending on context) | 4 | Present / Future / Conditional (depending on context) | 5 | Present / Future / Conditional / Preterite / Perfect / Imperfect (depending on context) | |
| Communication point | For Verbs, accept: | | | | | | | | | | | | | |
| 1 | Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
| 2 | Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
| 3 | Present / Preterite / Perfect / Imperfect / Future / Conditional (depending on context) | | | | | | | | | | | | | |
| 4 | Present / Future / Conditional (depending on context) | | | | | | | | | | | | | |
| 5 | Present / Future / Conditional / Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|-------|--------|------|----|---|---|----|---|---|----|---|---|----|--|---|----|---|---|----|
| 3(b) | <p data-bbox="338 217 1005 245"><i>La comida. Escribe un artículo sobre este tema.</i></p> <p data-bbox="338 285 1420 314"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="383 352 1895 1286"> <thead> <tr> <th data-bbox="383 352 479 416">Tick</th> <th data-bbox="479 352 1780 416">Accept</th> <th data-bbox="1780 352 1895 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 416 479 584">✓1</td> <td data-bbox="479 416 1780 584"> <p data-bbox="490 435 1263 464">¿Quién hizo la compra en tu familia la semana pasada?</p> <p data-bbox="490 504 748 533">Insist on past tense</p> <p data-bbox="490 539 1760 568">Accept any statement relating to who did the grocery shopping in the candidate's family last week</p> </td> <td data-bbox="1780 416 1895 584">2</td> </tr> <tr> <td data-bbox="383 584 479 783">✓2</td> <td data-bbox="479 584 1780 783"> <p data-bbox="490 603 1281 632">La última vez que fuiste a un restaurante, ¿qué comiste?</p> <p data-bbox="490 671 748 700">Insist on past tense</p> <p data-bbox="490 707 1635 767">Accept any statement relating to what the candidate ate the last time that s/he went to a restaurant</p> </td> <td data-bbox="1780 584 1895 783">2</td> </tr> <tr> <td data-bbox="383 783 479 951">✓3</td> <td data-bbox="479 783 1780 951"> <p data-bbox="490 802 936 831">¿Qué es para ti una dieta sana?</p> <p data-bbox="490 871 828 900">Expect opinions/emotions</p> <p data-bbox="490 906 1494 935">Accept any statement relating to what a healthy diet means for the candidate</p> </td> <td data-bbox="1780 783 1895 951">2</td> </tr> <tr> <td data-bbox="383 951 479 1118">✓4</td> <td data-bbox="479 951 1780 1118"> <p data-bbox="490 970 1435 999">Compara la comida que comes en el colegio con la comida en casa.</p> <p data-bbox="490 1038 828 1067">Expect opinions/emotions</p> <p data-bbox="490 1074 1292 1102">Accept any statement comparing school food with home food</p> </td> <td data-bbox="1780 951 1895 1118">2</td> </tr> <tr> <td data-bbox="383 1118 479 1286">✓5</td> <td data-bbox="479 1118 1780 1286"> <p data-bbox="490 1137 1205 1166">¿Qué cambiarías de tu dieta para mejorar la salud?</p> <p data-bbox="490 1206 1688 1267">Accept any statement relating to what the candidate would change in his/her diet to improve his/her health</p> </td> <td data-bbox="1780 1118 1895 1286">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p data-bbox="490 435 1263 464">¿Quién hizo la compra en tu familia la semana pasada?</p> <p data-bbox="490 504 748 533">Insist on past tense</p> <p data-bbox="490 539 1760 568">Accept any statement relating to who did the grocery shopping in the candidate's family last week</p> | 2 | ✓2 | <p data-bbox="490 603 1281 632">La última vez que fuiste a un restaurante, ¿qué comiste?</p> <p data-bbox="490 671 748 700">Insist on past tense</p> <p data-bbox="490 707 1635 767">Accept any statement relating to what the candidate ate the last time that s/he went to a restaurant</p> | 2 | ✓3 | <p data-bbox="490 802 936 831">¿Qué es para ti una dieta sana?</p> <p data-bbox="490 871 828 900">Expect opinions/emotions</p> <p data-bbox="490 906 1494 935">Accept any statement relating to what a healthy diet means for the candidate</p> | 2 | ✓4 | <p data-bbox="490 970 1435 999">Compara la comida que comes en el colegio con la comida en casa.</p> <p data-bbox="490 1038 828 1067">Expect opinions/emotions</p> <p data-bbox="490 1074 1292 1102">Accept any statement comparing school food with home food</p> | 2 | ✓5 | <p data-bbox="490 1137 1205 1166">¿Qué cambiarías de tu dieta para mejorar la salud?</p> <p data-bbox="490 1206 1688 1267">Accept any statement relating to what the candidate would change in his/her diet to improve his/her health</p> | 2 | 30 |
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| Question | Answer | Marks | | | | | | | | | | | | |
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| Communication point | For Verbs, accept: | | | | | | | | | | | | | |
| 1 | Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
| 2 | Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
| 3 | Present / Conditional (depending on context) | | | | | | | | | | | | | |
| 4 | Present / Future / Conditional / Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
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| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
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| 3(c) | <p data-bbox="338 213 1196 248"><i>“Estaba en el aeropuerto. Delante de mí, un señor se cayó...”</i></p> <p data-bbox="338 284 1420 316">3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="383 352 1895 1321"> <thead> <tr> <th data-bbox="383 352 479 416">Tick</th> <th data-bbox="479 352 1778 416">Accept</th> <th data-bbox="1778 352 1895 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 416 479 584">✓1</td> <td data-bbox="479 416 1778 584"> <p data-bbox="490 432 922 467">¿Qué hacías en el aeropuerto?</p> <p data-bbox="490 501 1487 568">Insist on past tense Accept any statement relating to what the candidate was doing in the airport</p> </td> <td data-bbox="1778 416 1895 584">2</td> </tr> <tr> <td data-bbox="383 584 479 751">✓2</td> <td data-bbox="479 584 1778 751"> <p data-bbox="490 600 786 635">¿Quién era el señor?</p> <p data-bbox="490 668 1155 735">Insist on past tense Accept any statement relating to who the man was</p> </td> <td data-bbox="1778 584 1895 751">2</td> </tr> <tr> <td data-bbox="383 751 479 919">✓3</td> <td data-bbox="479 751 1778 919"> <p data-bbox="490 767 981 802">¿Qué hiciste para ayudar al señor?</p> <p data-bbox="490 836 1431 903">Insist on past tense Accept any statement relating to what the candidate did to help the man</p> </td> <td data-bbox="1778 751 1895 919">2</td> </tr> <tr> <td data-bbox="383 919 479 1118">✓4</td> <td data-bbox="479 919 1778 1118"> <p data-bbox="490 935 945 970">¿Cuál fue la reacción del señor?</p> <p data-bbox="490 1003 1167 1102">Expect opinions/emotions Do not insist on past tense Accept any statement relating to the man’s reaction</p> </td> <td data-bbox="1778 919 1895 1118">2</td> </tr> <tr> <td data-bbox="383 1118 479 1321">✓5</td> <td data-bbox="479 1118 1778 1321"> <p data-bbox="490 1134 893 1169">¿Cómo te sentiste después?</p> <p data-bbox="490 1203 1357 1302">Expect opinions/emotions Do not insist on past tense Accept any statement relating to how the candidate felt afterwards</p> </td> <td data-bbox="1778 1118 1895 1321">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p data-bbox="490 432 922 467">¿Qué hacías en el aeropuerto?</p> <p data-bbox="490 501 1487 568">Insist on past tense Accept any statement relating to what the candidate was doing in the airport</p> | 2 | ✓2 | <p data-bbox="490 600 786 635">¿Quién era el señor?</p> <p data-bbox="490 668 1155 735">Insist on past tense Accept any statement relating to who the man was</p> | 2 | ✓3 | <p data-bbox="490 767 981 802">¿Qué hiciste para ayudar al señor?</p> <p data-bbox="490 836 1431 903">Insist on past tense Accept any statement relating to what the candidate did to help the man</p> | 2 | ✓4 | <p data-bbox="490 935 945 970">¿Cuál fue la reacción del señor?</p> <p data-bbox="490 1003 1167 1102">Expect opinions/emotions Do not insist on past tense Accept any statement relating to the man’s reaction</p> | 2 | ✓5 | <p data-bbox="490 1134 893 1169">¿Cómo te sentiste después?</p> <p data-bbox="490 1203 1357 1302">Expect opinions/emotions Do not insist on past tense Accept any statement relating to how the candidate felt afterwards</p> | 2 | 30 |
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Appendix I**Note on using mark schemes with Grade descriptors**

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

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

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

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

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

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

PUBLISHED**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 necessita 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 if it occurs. | |

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| | | |
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| (v) | Errors of accent: award 2 communication marks (eg <i>estuve allí</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 | |
| | <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 | No ticks are scored for these verbs |
| | Task: what do you want to eat for lunch? Candidate writes: <i>Quiero comeré la fruta</i> = 1 for communication | <i>Quiero</i> = tick for verb |
| | 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 | <i>...voy a...</i> verb is not rewarded as there is no future context (eg <i>El año que viene...</i>) and 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 |
| | <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 | |

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| | | |
|--------------|--|---|
| (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 <i>¿Está playas cerca de tu ciudad?</i> = 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) |

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 thereof = 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>) | |