



# Cambridge IGCSE™

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SPANISH

0530/41

Paper 4 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 50

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**Published**

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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This document consists of **34** printed pages.

**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:**

<b>(a)</b>	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>(b)</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:**

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

**1.3 Annotation used in the Mark Scheme:**

<b>(a)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(b)</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><b>Question 1</b></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) <b>If the candidate offers more than one word per line, award a mark for each acceptable item</b> (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 these 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"> <li>• ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</li> <li>• Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.</li> <li>• 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).</li> <li>• Where letters are transposed, the word is likely to communicate (unless another word has been created).</li> </ul> <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"> <li>• <i>pantalones, pantalones cortos</i>: award one mark to each item</li> <li>• <i>pantalones pequeños, pantalones azules</i>: award one mark for the first <i>pantalones</i></li> </ul> <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 1464 245"><b>Estás en la clase de dibujo. Haz una lista en español de 8 cosas que puedes ver.</b></p> <table border="1" data-bbox="338 284 1245 1331"> <thead> <tr> <th data-bbox="338 284 640 349">ACCEPT</th> <th data-bbox="640 284 943 349"></th> <th data-bbox="943 284 1245 349">REFUSE</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 349 640 414">cámara fotográfica</td> <td data-bbox="640 349 943 414"></td> <td data-bbox="943 349 1245 414">estatua</td> </tr> <tr> <td data-bbox="338 414 640 480">carpeta</td> <td data-bbox="640 414 943 480"></td> <td data-bbox="943 414 1245 480"></td> </tr> <tr> <td data-bbox="338 480 640 545">cuadro</td> <td data-bbox="640 480 943 545"></td> <td data-bbox="943 480 1245 545"></td> </tr> <tr> <td data-bbox="338 545 640 611">cuaderno</td> <td data-bbox="640 545 943 611"></td> <td data-bbox="943 545 1245 611"></td> </tr> <tr> <td data-bbox="338 611 640 676">flor</td> <td data-bbox="640 611 943 676"></td> <td data-bbox="943 611 1245 676"></td> </tr> <tr> <td data-bbox="338 676 640 742">fruta</td> <td data-bbox="640 676 943 742"></td> <td data-bbox="943 676 1245 742"></td> </tr> <tr> <td data-bbox="338 742 640 807">goma</td> <td data-bbox="640 742 943 807"></td> <td data-bbox="943 742 1245 807"></td> </tr> <tr> <td data-bbox="338 807 640 873">lápiz</td> <td data-bbox="640 807 943 873"></td> <td data-bbox="943 807 1245 873"></td> </tr> <tr> <td data-bbox="338 873 640 938">mesa</td> <td data-bbox="640 873 943 938"></td> <td data-bbox="943 873 1245 938"></td> </tr> <tr> <td data-bbox="338 938 640 1003">papel</td> <td data-bbox="640 938 943 1003"></td> <td data-bbox="943 938 1245 1003"></td> </tr> <tr> <td data-bbox="338 1003 640 1069">pintura</td> <td data-bbox="640 1003 943 1069"></td> <td data-bbox="943 1003 1245 1069"></td> </tr> <tr> <td data-bbox="338 1069 640 1134">póster</td> <td data-bbox="640 1069 943 1134"></td> <td data-bbox="943 1069 1245 1134"></td> </tr> <tr> <td data-bbox="338 1134 640 1200">profesor(a)</td> <td data-bbox="640 1134 943 1200"></td> <td data-bbox="943 1134 1245 1200"></td> </tr> <tr> <td data-bbox="338 1200 640 1265">regla</td> <td data-bbox="640 1200 943 1265"></td> <td data-bbox="943 1200 1245 1265"></td> </tr> <tr> <td data-bbox="338 1265 640 1331">silla</td> <td data-bbox="640 1265 943 1331"></td> <td data-bbox="943 1265 1245 1331"></td> </tr> </tbody> </table> <p data-bbox="1541 1369 1944 1398" style="text-align: right;"><b>Total for Question 1: 5 marks</b></p>	ACCEPT		REFUSE	cámara fotográfica		estatua	carpeta			cuadro			cuaderno			flor			fruta			goma			lápiz			mesa			papel			pintura			póster			profesor(a)			regla			silla			5
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<p><b>Question 2</b></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"> <li>• <b>Communication: award a mark out of 10, according to the instructions in 2.1.</b></li> <li>• <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></li> </ul>		
2	<p><b><i>Información sobre mí</i></b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></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"> <li>• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).</li> </ul> <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"> <li>• <b>Look for a verb (finite or infinitive) before awarding a mark.</b> Lists without a verb will not score.</li> <li>• <b>See Appendix II for rules on how to decide whether a verb is accurate enough</b> to convey meaning.</li> <li>• <b>For language other than verbs, use ‘rules’ in Question 1:</b> look alike, sound alike, etc.</li> <li>• <b>Misplaced adjectives, negatives and adverbs will not usually compromise communication.</b></li> </ul> <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"> <li>• <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></li> <li>• <i>Ella es alta. Es delgada. Tiene el pelo moreno. (3 verbs therefore each piece of information can score a separate communication mark)</i></li> </ul>	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"> <thead> <tr> <th data-bbox="338 504 456 576">Tick</th> <th data-bbox="456 504 1942 576">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 576 456 711">✓1</td> <td data-bbox="456 576 1942 711">           ¿Cómo te llamas? y ¿cómo eres?  <b>REWARD:</b> a mention of the candidate's name and any statement relating to him/herself (either a physical description or a description of personality traits)         </td> </tr> <tr> <td data-bbox="338 711 456 810">✓2</td> <td data-bbox="456 711 1942 810">           ¿Cuántas personas hay en tu familia?  <b>REWARD:</b> any statement relating to how many people there are in the candidate's family         </td> </tr> <tr> <td data-bbox="338 810 456 943">✓3</td> <td data-bbox="456 810 1942 943">           Normalmente, ¿qué haces para ayudar a tu familia en casa? ¿Te gusta ayudar?  <b>REWARD:</b> any statement relating to what the candidate does to help at home  <b>REWARD:</b> any statement relating to whether or not the candidate likes helping out         </td> </tr> <tr> <td data-bbox="338 943 456 1042">✓4</td> <td data-bbox="456 943 1942 1042">           ¿Qué quieres hacer con tu familia este fin de semana?  <b>REWARD:</b> any statement relating to what the candidate wants to do with family this weekend         </td> </tr> </tbody> </table>	Tick	Accept	✓1	¿Cómo te llamas? y ¿cómo eres? <b>REWARD:</b> a mention of the candidate's name and any statement relating to him/herself (either a physical description or a description of personality traits)	✓2	¿Cuántas personas hay en tu familia? <b>REWARD:</b> any statement relating to how many people there are in the candidate's family	✓3	Normalmente, ¿qué haces para ayudar a tu familia en casa? ¿Te gusta ayudar? <b>REWARD:</b> any statement relating to what the candidate does to help at home <b>REWARD:</b> any statement relating to whether or not the candidate likes helping out	✓4	¿Qué quieres hacer con tu familia este fin de semana? <b>REWARD:</b> any statement relating to what the candidate wants to do with family this weekend	
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Question	Answer	Marks												
2	<p><b><u>2.2: Award a mark out of 5 for Language</u></b></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 1)).</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="338 453 1868 1082"> <tbody> <tr> <td data-bbox="338 453 398 619">5</td> <td data-bbox="398 453 1868 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="338 619 398 751">4</td> <td data-bbox="398 619 1868 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="338 751 398 884">3</td> <td data-bbox="398 751 1868 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="338 884 398 951">2</td> <td data-bbox="398 884 1868 951">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="338 951 398 1018">1</td> <td data-bbox="398 951 1868 1018">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="338 1018 398 1082">0</td> <td data-bbox="398 1018 1868 1082">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;"><b>Total for Communication: 10 marks</b> <b>Total for Language: 5 marks</b> <b>Total for Question 2: 15 marks</b></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.	
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Question	Answer	Marks						
<p><b>Question 3</b></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"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 3.1.</li> <li>• <b>Language:</b> 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.</li> </ul> <p>For question-specific guidance, see later in this mark scheme.</p> <p><b><u>3.1: Award a mark out of 10 for Communication</u></b></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="181 794 1697 948"> <tbody> <tr> <td data-bbox="181 794 315 842"><b>2 ticks</b></td> <td data-bbox="315 794 1697 842">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="181 842 315 895"><b>1 tick</b></td> <td data-bbox="315 842 1697 895">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="181 895 315 948"><b>0 ticks</b></td> <td data-bbox="315 895 1697 948">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) <b>Look for a verb (finite or infinitive) before awarding a mark for communication.</b> 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>			<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	<b>0 ticks</b>	Nothing of worth communicated.
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Question	Answer	Marks																				
<p><b><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></b></p>																						
<p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. <b>For question-specific guidance, see later in this mark scheme.</b></p>																						
<p>(i) Place a tick above the <b>first</b> 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><b>Conversion table for accurate use of Verbs (Question 3)</b></p>																						
<table border="1"> <thead> <tr> <th data-bbox="795 582 1164 654">Number of ticks</th> <th data-bbox="1164 582 1444 654">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="795 654 1164 726">18+</td> <td data-bbox="1164 654 1444 726">8</td> </tr> <tr> <td data-bbox="795 726 1164 798">16, 17</td> <td data-bbox="1164 726 1444 798">7</td> </tr> <tr> <td data-bbox="795 798 1164 869">14, 15</td> <td data-bbox="1164 798 1444 869">6</td> </tr> <tr> <td data-bbox="795 869 1164 941">12, 13</td> <td data-bbox="1164 869 1444 941">5</td> </tr> <tr> <td data-bbox="795 941 1164 1013">10, 11</td> <td data-bbox="1164 941 1444 1013">4</td> </tr> <tr> <td data-bbox="795 1013 1164 1085">8, 9</td> <td data-bbox="1164 1013 1444 1085">3</td> </tr> <tr> <td data-bbox="795 1085 1164 1157">6, 7</td> <td data-bbox="1164 1085 1444 1157">2</td> </tr> <tr> <td data-bbox="795 1157 1164 1228">4, 5</td> <td data-bbox="1164 1157 1444 1228">1</td> </tr> <tr> <td data-bbox="795 1228 1164 1252">0, 1, 2, 3</td> <td data-bbox="1164 1228 1444 1252">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
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Question	Answer		Marks												
<b>How to award ticks for accurate use of Verbs (Question 3):</b>															
<p><b>(a) Subject (noun or pronoun) + any finite verb</b></p> <ul style="list-style-type: none"> <li>• both subject and verb must be correct for the verb to score a tick</li> <li>• verb must be in the appropriate tense to score a tick</li> <li>• accents on verbs must be correct in order for a tick to be awarded</li> <li>• do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features.</li> </ul>															
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Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks													

Question	Answer		Marks
<b>With direct and indirect object pronouns</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Juan lo vio (✓)			
<b>Reflexive/passive</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
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	
<b>Impersonal verbs such as <i>gustar, quedar, faltar</i>, etc.</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Me gusta (✓) leer (✓)			
Me gusto ( <i>no tick</i> ) leer (✓)			
Me quedan (✓) diez euros			

Question	Answer		Marks
<b>Impersonal se</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Se puede (✓)			
Se habla español (✓)			
<b>Impersonal</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Hay (✓) patatas			
Es (✓) interesante			
<b>With negative</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
No comen (✓)			
<b>Sequence of tenses</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
Fui (✓) al cine y me gustó (✓) la película	Fui (✓) al cine y me gustaría ( <i>no tick</i> ) la película	If sequence is incorrect, <b>both</b> verbs cannot be rewarded	

Question	Answer	Marks
<b>Single auxiliary with multiple past participles</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Hemos cantado (✓) y bailado (✓)		Hemos cantado = tick 1; Hemos bailado = tick 2
<b>Verb which requires preposition</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>Verb which requires personal a</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Veo (✓) a mi amigo	Veo ( <i>no tick</i> ) mi amigo	personal <i>a</i> is required for <i>veo</i> to be awarded a tick
<b>Correct verb within meaningless statement</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
El camino es (✓) largo	El camino es ( <i>no tick</i> ) inteligente	Do not reward correct verb in a meaningless statement



Question	Answer		Marks
<b>(b) Imperative</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
¡Ven! (✓)			
¡Oiga! (✓)			
<b>(c) Interrogative</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
¿Vienes? (✓) / Vienes. (✓)		question mark not required for mark to be awarded	
(¿)Vas (✓) a venir(?) (✓)			
(¿)Cómo estás(?) (✓)			

Question	Answer	Marks
<b>(d) Infinitive</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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 (✓)		
<b>(e) Participle (past or present)</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Terminado el programa (✓)		
Siendo estudiante (✓)		
<b>(f) Reward only the first occurrence of a verb, e.g.</b>		
<ul style="list-style-type: none"> <li>• Me gusta (✓) la natación. También me gusta (<i>no tick</i>) el tenis</li> <li>• Me gusta (✓) la natación. No me gusta (<i>no tick</i>) el tenis</li> </ul>		
<b>However,</b>		
<ul style="list-style-type: none"> <li>• Yo prefiero (✓) la natación y mi hermano prefiere (✓) el tenis – 2 different persons of the verb</li> <li>• Mi hermano prefiere (✓) la natación y mi hermana prefiere (<i>no tick</i>) el tenis – both third person usage</li> <li>• 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</li> </ul>		

Question	Answer	Marks
<b><u>3.3: Award a mark out of 12 for Other linguistic features</u></b>		
<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"> <li>• 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)</li> <li>• Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns</li> <li>• Conjunctions other than y and linking words (e.g. sin embargo, por lo tanto, por eso)</li> <li>• Prepositions – Time, Place etc.</li> <li>• Negatives</li> <li>• Adverbs</li> <li>• Use of por and para</li> <li>• Adjectives, including possessives and demonstratives. Also comparatives and superlatives</li> <li>• Expressions of quantity</li> <li>• Appropriate use of <i>politesse</i> in the letter.</li> </ul>		

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

Question	Answer	Marks																		
3(a)	<p><b><i>Trabajar como voluntario/a. Escribe un e-mail a tu amigo/amiga español(a) sobre tu experiencia reciente como voluntario/a.</i></b></p> <p><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="338 384 1771 1118"> <thead> <tr> <th data-bbox="338 384 439 448">Tick</th> <th data-bbox="439 384 1659 448">Accept</th> <th data-bbox="1659 384 1771 448">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 448 439 584">✓1</td> <td data-bbox="439 448 1659 584"> <p><b>Describe lo que has hecho como voluntario/a.</b></p> <p>A description of what the candidate did in their role as a volunteer</p> </td> <td data-bbox="1659 448 1771 584">2</td> </tr> <tr> <td data-bbox="338 584 439 719">✓2</td> <td data-bbox="439 584 1659 719"> <p><b>¿Quién te dio la idea de ser voluntario/a?</b></p> <p>A mention of who gave the candidate the idea of volunteering</p> </td> <td data-bbox="1659 584 1771 719">2</td> </tr> <tr> <td data-bbox="338 719 439 855">✓3</td> <td data-bbox="439 719 1659 855"> <p><b>Explica por qué esta experiencia te puede ayudar a encontrar un trabajo en el futuro.</b></p> <p>An explanation of why this experience will help the candidate to find work in future</p> </td> <td data-bbox="1659 719 1771 855">2</td> </tr> <tr> <td data-bbox="338 855 439 991">✓4</td> <td data-bbox="439 855 1659 991"> <p><b>¿Por qué es difícil para los jóvenes tener tiempo para trabajar como voluntario/a?</b></p> <p>An explanation of why it is difficult for young people to have time to volunteer</p> </td> <td data-bbox="1659 855 1771 991">2</td> </tr> <tr> <td data-bbox="338 991 439 1118">✓5</td> <td data-bbox="439 991 1659 1118"> <p><b>En el futuro, ¿qué otro trabajo como voluntario te gustaría hacer?</b></p> <p>A mention of which other volunteering role that candidate would like to do in future</p> </td> <td data-bbox="1659 991 1771 1118">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p><b>Describe lo que has hecho como voluntario/a.</b></p> <p>A description of what the candidate did in their role as a volunteer</p>	2	✓2	<p><b>¿Quién te dio la idea de ser voluntario/a?</b></p> <p>A mention of who gave the candidate the idea of volunteering</p>	2	✓3	<p><b>Explica por qué esta experiencia te puede ayudar a encontrar un trabajo en el futuro.</b></p> <p>An explanation of why this experience will help the candidate to find work in future</p>	2	✓4	<p><b>¿Por qué es difícil para los jóvenes tener tiempo para trabajar como voluntario/a?</b></p> <p>An explanation of why it is difficult for young people to have time to volunteer</p>	2	✓5	<p><b>En el futuro, ¿qué otro trabajo como voluntario te gustaría hacer?</b></p> <p>A mention of which other volunteering role that candidate would like to do in future</p>	2	30
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Question	Answer		Marks
3(a)	<b>Communication point</b>	<b>For Verbs, accept:</b>	
	1	Any appropriate past	
	2	Any appropriate past	
	3	Present/Future/Conditional	
	4	Present	
	5	Present/Future/Conditional	
	<p><b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b></p> <p><b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b></p>		

Question	Answer	Marks																		
3(b)	<p data-bbox="338 217 1032 245"><b>Salir a cenar. Escribe un artículo sobre este tema.</b></p> <p data-bbox="338 284 1417 312"><b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="338 352 1630 1078"> <thead> <tr> <th data-bbox="338 352 439 416">Tick</th> <th data-bbox="439 352 1518 416">Accept</th> <th data-bbox="1518 352 1630 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 416 439 552">✓1</td> <td data-bbox="439 416 1518 552"> <p data-bbox="454 435 1088 464"><b>¿Qué es lo que más te gusta de salir a cenar?</b></p> <p data-bbox="454 502 1229 531">A mention of what the candidate most likes about eating out</p> </td> <td data-bbox="1518 416 1630 552">2</td> </tr> <tr> <td data-bbox="338 552 439 687">✓2</td> <td data-bbox="439 552 1518 687"> <p data-bbox="454 571 1167 600"><b>¿En qué tipo de restaurantes comes normalmente?</b></p> <p data-bbox="454 638 1346 667">A mention of the type of restaurant that the candidate usually goes to</p> </td> <td data-bbox="1518 552 1630 687">2</td> </tr> <tr> <td data-bbox="338 687 439 823">✓3</td> <td data-bbox="439 687 1518 823"> <p data-bbox="454 707 1137 735"><b>Describe la última vez que cenaste fuera de casa.</b></p> <p data-bbox="454 774 1160 802">A description of the last time that the candidate ate out</p> </td> <td data-bbox="1518 687 1630 823">2</td> </tr> <tr> <td data-bbox="338 823 439 959">✓4</td> <td data-bbox="439 823 1518 959"> <p data-bbox="454 842 1330 871"><b>¿Cuándo fue la primera vez que probaste comida de otro país?</b></p> <p data-bbox="454 909 1341 938">A mention of when the candidate last tried food from another country</p> </td> <td data-bbox="1518 823 1630 959">2</td> </tr> <tr> <td data-bbox="338 959 439 1078">✓5</td> <td data-bbox="439 959 1518 1078"> <p data-bbox="454 978 1487 1007"><b>Explica por qué comer en casa puede ser mejor que salir a un restaurante.</b></p> <p data-bbox="454 1045 1469 1074">An explanation of why eating at home can be better than eating at a restaurant</p> </td> <td data-bbox="1518 959 1630 1078">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="454 435 1088 464"><b>¿Qué es lo que más te gusta de salir a cenar?</b></p> <p data-bbox="454 502 1229 531">A mention of what the candidate most likes about eating out</p>	2	✓2	<p data-bbox="454 571 1167 600"><b>¿En qué tipo de restaurantes comes normalmente?</b></p> <p data-bbox="454 638 1346 667">A mention of the type of restaurant that the candidate usually goes to</p>	2	✓3	<p data-bbox="454 707 1137 735"><b>Describe la última vez que cenaste fuera de casa.</b></p> <p data-bbox="454 774 1160 802">A description of the last time that the candidate ate out</p>	2	✓4	<p data-bbox="454 842 1330 871"><b>¿Cuándo fue la primera vez que probaste comida de otro país?</b></p> <p data-bbox="454 909 1341 938">A mention of when the candidate last tried food from another country</p>	2	✓5	<p data-bbox="454 978 1487 1007"><b>Explica por qué comer en casa puede ser mejor que salir a un restaurante.</b></p> <p data-bbox="454 1045 1469 1074">An explanation of why eating at home can be better than eating at a restaurant</p>	2	30
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Question	Answer		Marks
3(b)	<b>Communication point</b>	<b>For Verbs, accept:</b>	
	1	Present	
	2	Present	
	3	Any appropriate past	
	4	Any appropriate past	
	5	Present	
	<b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b>		
<b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b>			



Question	Answer	Marks																		
3(c)	<p data-bbox="338 213 1442 248"><b><i>“Después de un largo vuelo, llegué al hotel y abrí la maleta. ¡No era mi maleta!”</i></b></p> <p data-bbox="338 284 1420 316"><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="338 352 1944 1082"> <thead> <tr> <th data-bbox="338 352 434 416">Tick</th> <th data-bbox="434 352 1832 416">Accept</th> <th data-bbox="1832 352 1944 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 416 434 552">✓1</td> <td data-bbox="434 416 1832 552"> <p data-bbox="450 432 757 464"><b>¿Con quién viajabas?</b></p> <p data-bbox="450 501 1106 533">A mention of who the candidate was travelling with</p> </td> <td data-bbox="1832 416 1944 552">2</td> </tr> <tr> <td data-bbox="338 552 434 687">✓2</td> <td data-bbox="434 552 1832 687"> <p data-bbox="450 568 831 600"><b>¿Qué había en esa maleta?</b></p> <p data-bbox="450 636 981 668">A description of what was in the suitcase</p> </td> <td data-bbox="1832 552 1944 687">2</td> </tr> <tr> <td data-bbox="338 687 434 823">✓3</td> <td data-bbox="434 687 1832 823"> <p data-bbox="450 703 999 735"><b>¿Cómo reaccionaste en ese momento?</b></p> <p data-bbox="450 772 1227 804">An description of how the candidate reacted at that moment</p> </td> <td data-bbox="1832 687 1944 823">2</td> </tr> <tr> <td data-bbox="338 823 434 959">✓4</td> <td data-bbox="434 823 1832 959"> <p data-bbox="450 839 931 871"><b>¿Cómo se solucionó el problema?</b></p> <p data-bbox="450 908 1249 940">A description of what the candidate did to resolve the problem</p> </td> <td data-bbox="1832 823 1944 959">2</td> </tr> <tr> <td data-bbox="338 959 434 1082">✓5</td> <td data-bbox="434 959 1832 1082"> <p data-bbox="450 975 1509 1007"><b>Al volver a casa, ¿qué consejo diste a tu amigo/a para evitar esta situación?</b></p> <p data-bbox="450 1043 1809 1075">A mention of the advice that the candidate gave his/her friend to avoid the same thing happening to them</p> </td> <td data-bbox="1832 959 1944 1082">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="450 432 757 464"><b>¿Con quién viajabas?</b></p> <p data-bbox="450 501 1106 533">A mention of who the candidate was travelling with</p>	2	✓2	<p data-bbox="450 568 831 600"><b>¿Qué había en esa maleta?</b></p> <p data-bbox="450 636 981 668">A description of what was in the suitcase</p>	2	✓3	<p data-bbox="450 703 999 735"><b>¿Cómo reaccionaste en ese momento?</b></p> <p data-bbox="450 772 1227 804">An description of how the candidate reacted at that moment</p>	2	✓4	<p data-bbox="450 839 931 871"><b>¿Cómo se solucionó el problema?</b></p> <p data-bbox="450 908 1249 940">A description of what the candidate did to resolve the problem</p>	2	✓5	<p data-bbox="450 975 1509 1007"><b>Al volver a casa, ¿qué consejo diste a tu amigo/a para evitar esta situación?</b></p> <p data-bbox="450 1043 1809 1075">A mention of the advice that the candidate gave his/her friend to avoid the same thing happening to them</p>	2	30
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Question	Answer		Marks
3(c)	<b>Communication point</b>	<b>For Verbs, accept:</b>	
	1	Any appropriate past	
	2	Any appropriate past	
	3	Any appropriate past	
	4	Any appropriate past	
	5	Any appropriate past	
	<b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b>		
<b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b>			

## 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.

See separate document for more detailed guidance on irrelevant material.

**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

**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)	<b>For 2 communication marks: accept a Present where a Future context is apparent</b>	
	<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)	<b>For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa</b>	

(iii)	<b>For 2 communication marks: accept a 'phonetic version' of the correct time frame</b>	
	<p><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 apprendido mucho</i> = 2 for communication  <i>Mi tía tienne 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</p>	<p><i>(Empezó a juego</i> = 1 for communication – <i>juego</i> is not phonetic)  <i>Yo quiero jugar al fútbol</i> = 0 for communication (doubled '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')</p>
(iv)	<b>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</b>	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	
(v)	<b>Errors of accent: award 2 communication marks (eg <i>estuve alli</i> = 2; <i>tambien fue</i> = 2; <i>es fantastico</i> = 2), except in the following cases</b>	
	For 2 communication marks, <b>insist</b> on the accent on verbs which require it	<p><i>Yo comi</i> = 1 for communication (as an attempted preterite tense)  <i>Esperabamos</i> = 1 for communication (as an attempted imperfect tense)</p>
	For 2 communication marks, tolerate a grave accent for an acute accent	<i>Yo comì</i> = 2 for communication

<b>(vi)</b>	<b>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)</b>	
	<p><i>Mi amigo dijo que tenía dolor de cabeza</i> = 2 for communication (in addition both verbs can receive a tick)</p> <p><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)</p>	<p>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)</p> <p><i>Mi amigo dijo que él dolor de cabeza</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)</p>
	<p><i>Creía que estaba enfermo</i> = 2 for communication (in addition both verbs receive a tick)</p>	<p>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)</p>
<b>(vii)</b>	<b>Use of a verb in the ‘indicative’ where a subjunctive would be expected: award 2 communication marks</b>	
	<p><i>No creo que haya muchas personas allí</i> = 2 for communication (plus both verbs receive a tick)</p> <p><i>No creo que hay muchas personas allí</i> = 2 for communication (plus first verb receives a tick)</p>	

**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)	<b>The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark</b>	
	<p><i>He vender el libro</i> = 1 for communication</p> <p><i>La gente están contenta</i> = 1 for communication</p> <p><i>Yo trabaje durante las vacaciones</i> = 1 for communication</p> <p><i>Yo voy pasaré</i> = 1 for communication</p>	No ticks are scored for these verbs
	<p><b>Task: what do you want to eat for lunch?</b> <b>Candidate writes:</b> <i>Quiero comeré la fruta</i> = 1 for communication</p>	<i>Quiero</i> = tick for verb
	<p><b>Task: what will you do next year?</b> <b>Candidate writes:</b> <i>El año pasado voy a España</i> = 1 for communication</p> <p><i>El año pasado voy a viajar en España</i> = 1 for communication</p> <p><i>El año que viene yo iba a España</i> = 1 for communication</p> <p><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</p> <p>...<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</p> <p>...<i>iba...</i> verb does not receive a tick</p> <p>...<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)	<b>The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark</b>	
	<b>Task: what did you enjoy doing on holiday?</b> <b>Candidate writes:</b> <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> )
	<b>Task: what happened at school today?</b> <b>Candidate writes:</b> <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)	<b>Use of <i>ser</i> when <i>estar</i> would be correct and vice versa: award 1 communication mark</b>	
	<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)	<b>Mis-use of <i>haber</i>, <i>hacer</i>, <i>tener</i> and <i>ser/estar</i> in idiomatic phrases/simple descriptions: award 1 communication mark</b>	
	<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) <b>However:</b> <i>Ella es el pelo negro</i> = 0 <i>Tenía cansado</i> = 0 <i>Tenía enfermo</i> = 0



<b>(v)</b>	<b>The following commonly seen inappropriate usages: award 1 communication mark</b>	
	<b>Accept for 1 mark</b> <i>Miré un accidente for Vi un accidente</i> <i>Yo gusta la música for Me gusta la música</i> <i>Escuché un ruido for Oí un ruido</i> <i>En Madrid hay calor for En Madrid hace calor</i>	<b>Refuse</b> <i>Tenía un tiempo muy bueno for Lo pasé bien</i> <i>He mirado para mi chaqueta for He buscado mi chaqueta</i>
<b>(vi)</b>	<b>The following commonly seen mis-usages: award 1 communication mark</b>	
	<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) = 0</i> as nothing of worth is communicated <i>Me llama (Ana)</i> when the candidate is trying to give his/her own name = 0
<b>(vii)</b>	<b>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))</b>	
	<i>Mi amigo dijo que tiene dolor de cabeza = 1</i> 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 = 1</i> 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:**

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