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# GCSE SPANISH 8698/WH

Paper 4 Writing Higher

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**Mark scheme**

June 2022

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Version: 1.0 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## **Part 1 – General marking guidance for GCSE MFL Writing Tests**

### **Level of response marking instructions**

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

#### **Step 1 Determine a level**

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

#### **Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Higher Tier:

|            | Content | Quality of language | Range of language | Accuracy | Conveying key messages | Application of grammatical knowledge of language and structures | Total |
|------------|---------|---------------------|-------------------|----------|------------------------|-----------------------------------------------------------------|-------|
| Question 1 | 10      | 6                   |                   |          |                        |                                                                 | 16    |
| Question 2 | 15      |                     | 12                | 5        |                        |                                                                 | 32    |
| Question 3 |         |                     |                   |          | 6                      | 6                                                               | 12    |
| Total      | 25      | 6                   | 12                | 5        | 6                      | 6                                                               | 60    |

### Higher Question 1/Foundation Question 4

10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria.

**(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):**

#### Content

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

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

|             |                 |
|-------------|-----------------|
| 7–10 marks: | 4 bullet points |
| 5–6 marks:  | 3 bullet points |
| 3–4 marks:  | 2 bullet points |
| 1–2 marks:  | 1 bullet point  |

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 band is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The bands refer to the amount of information that is conveyed, as follows:

|       |             |
|-------|-------------|
| 9–10: | a lot       |
| 7–8:  | quite a lot |
| 5–6:  | some        |
| 3–4:  | little      |
| 1–2:  | very little |

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

|       |              |
|-------|--------------|
| 7–10: | two opinions |
| 3–6:  | one opinion  |

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

**Quality of language**

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

The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5–6 band, there **must** be reference to all three time frames (past, present and future). For the 3–4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions.

This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

## Higher Question 2

15 marks for Content + 12 marks for Range of language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content, for Range of language and for Accuracy, according to the following criteria:

### Content

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

The candidate’s response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding the mark for Content; however, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday.

Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a **maximum** of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

|        |                  |
|--------|------------------|
| 13–15: | a lot            |
| 10–12: | a lot            |
| 7–9:   | quite a lot      |
| 4–6:   | some             |
| 1–3:   | a limited amount |

All of these have to be considered with reference to the recommended number of words, which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

The candidate must give and justify opinions in order to have access to certain marks, as follows:

|        |                                                   |
|--------|---------------------------------------------------|
| 10–15: | at least two opinions are expressed and justified |
| 7–9:   | at least two opinions are expressed               |
| 4–6:   | at least one opinion is expressed                 |

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 3. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.



**Range of language**

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

The whole of the response must be assessed when awarding the mark for Range of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10–12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7–9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.
- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

**Accuracy**

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

The whole of the response must be assessed when awarding the mark for Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in so doing, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

**Higher Question 3**

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

**Conveying key messages**

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

The translation is divided into 13 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table:

| Total ticks | Mark |
|-------------|------|
| 13          | 6    |
| 11/12       | 5    |
| 8/9/10      | 4    |
| 5/6/7       | 3    |
| 3/4         | 2    |
| 1/2         | 1    |
| 0           | 0    |

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

**Application of grammatical knowledge of language and structures**

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

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 7 ticks and you have awarded a mark of 4 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but just decided against it. This may then encourage you to give a mark of 5, rather than 4, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.
- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

## Appendix 1

### Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of language and Range of language categories. They should **not** be seen as a checklist.

#### Variety of vocabulary

Consider particularly:

- use of synonyms, eg *prefiero* and *me encanta* rather than just *me gusta viajar*, *coger* (*el tren/autobús...*), *llegar a* etc, rather than just *ir*, *espléndido*, *emocionante*, *estupendo*, *maravilloso*, etc, rather than *bueno* etc
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

#### Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*después de*, *antes de*, *al*, *para*, *sin*), adjectives (*Es fácil hacerlo*), nouns (*Tengo la intención de salir*) and after verbs (*Prefiero ir*, *suelo ir*)
- use of object pronouns
- use of disjunctive pronouns (*conmigo*, *para mí*, etc)
- use of indefinite pronouns such as *algo*, *alguien*, etc
- use of connectives such as *tanto... como...*, *no sólo... sino también...*, *por un lado... y por otro...*, *por una parte... por otra parte...*, *además (de)*, *aparte de*, *a pesar de*
- use of adverbs and adverbial phrases such as *sin embargo*, *por eso*, *por lo tanto*, *también*, *el año que viene*, *por ejemplo*
- use of negatives (*nada*, *nadie*, *nunca*, *ninguno*, *jamás*, *ni*, *tampoco*, *sino*, etc)
- use of *desde hace* constructions and constructions such as *Llevo 5 años estudiando español*
- use of comparative expressions (*tan... como/que*, *más/menos... que...*)
- use of demonstrative adjectives and pronouns (*este*, *ese*, *aquel*, etc)
- use of possessive pronouns (*el mío*, *la mía*, etc)
- use of *lo* + adjective (*lo bueno*, *lo más importante*, etc)
- use of complex sentences and a range of tenses

#### Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *si*, *cuando*, *donde*, *porque*, *como*, *aunque*, *mientras que*, *ya que*, *dado que*, etc
- use of relative clauses introduced by *que*, *quien*, *lo que*, *el que*, *el cual*, *cuyo*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion, after *cuando* to express the future, after *para que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *y*, *pero*, *así que*.

### Use of time frames/tenses

- The criteria for Quality of Language in Foundation Question 4/Higher Question 1 include ‘references to two/three time frames’. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Normalmente voy al cine una vez al mes; Voy a la piscina el sábado que viene; Acabo de ir al centro comercial.*
- The criteria for Accuracy in Higher Question 2 refer to ‘tense formations’. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

## Appendix 2

### A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

|                        |                                                                                                                                                                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ambiguity              | A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').                                                                                                                                                  |
| appropriate            | Language which is suitable for the requirements of the task.                                                                                                                                                                                                                       |
| coherent               | Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.                                                                                                                                                                                                 |
| complex sentences      | Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.                                                                                                                                                                                              |
| complex structures     | See Appendix 1 for examples.                                                                                                                                                                                                                                                       |
| confidence             | Accurate use of language.                                                                                                                                                                                                                                                          |
| delay in communication | A problem with immediate communication caused by grammatical or lexical inaccuracy.                                                                                                                                                                                                |
| fluent                 | Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.                                                                                                                                                                                               |
| grammatical structures | Structures which are listed in the specification.                                                                                                                                                                                                                                  |
| justified              | The reason for holding a stated opinion.                                                                                                                                                                                                                                           |
| key messages           | With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.                                                                                                                                                           |
| lapses                 | A problem with communication caused by grammatical inaccuracy.                                                                                                                                                                                                                     |
| linking words          | Words such as <i>porque</i> , <i>pero</i> , <i>aunque</i> , used to create longer sentences.                                                                                                                                                                                       |
| longer sentences       | These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>porque</i> ; <i>pero</i> ; <i>aunque</i> .                                                                                                                    |
| major errors           | Errors which impair communication.                                                                                                                                                                                                                                                 |
| minor errors           | Errors which do not have a bearing on communication.                                                                                                                                                                                                                               |
| opinions               | A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'.                                                                              |
| secure                 | Accurate.                                                                                                                                                                                                                                                                          |
| structures             | See 'grammatical structures'.                                                                                                                                                                                                                                                      |
| style and register     | The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.                                                                                                                                                            |
| time frames            | The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Este fin de semana voy al cine</i> (future time frame); <i>Estudio español desde hace cuatro años</i> (past time frame). |
| variety                | Use of different verbs, nouns and adjectives which avoid a lot of conspicuous repetition.                                                                                                                                                                                          |

**Part 2 – Marking guidance for 2022 series****Question 01**

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

**[16 marks]****Content**

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

**Notes**

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



**Quality of language**

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

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

**Question 01.1 Content**

| Bullet                                                             | Comment                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • qué hiciste con tu familia durante un día divertido en el pasado | There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense/infinitive (eg <i>Voy/ir a un restaurante con mi familia el sábado pasado</i> ).                                                                                    |
| • tu opinión sobre el matrimonio                                   | Any opinion is acceptable.                                                                                                                                                                                                                                                                     |
| • qué haces con el ordenador                                       | Any computer-based activity is acceptable.                                                                                                                                                                                                                                                     |
| • si te gustaría visitar un festival en España en el futuro.       | The task will be fulfilled by a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>Este verano visitar Pamplona</i> ); or by using positive or negative comments about a festival in Spain, even without a future reference. |

**Question 01.2 Content**

| <b>Bullet</b>                                                                                           | <b>Comment</b>                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>qué hiciste durante las vacaciones del año pasado</li> </ul>     | There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense/infinitive (eg <i>Voy/Ir a Margate el año pasado</i> ).                                                                                                                         |
| <ul style="list-style-type: none"> <li>tu opinión sobre tu región</li> </ul>                            | Any opinion is acceptable.                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>qué haces para proteger el medio ambiente</li> </ul>             | Any environmentally-friendly activity is acceptable.                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>si te gustaría hacer trabajo voluntario en el futuro.</li> </ul> | The task will be fulfilled by a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En el futuro trabajar en una tienda solidaria</i> ); or by using positive or negative comments about voluntary work, even without a future reference. |

**Question 01.3 Content**

| <b>Bullet</b>                                                                                         | <b>Comment</b>                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>tu opinión sobre tus estudios</li> </ul>                       | Any opinion is acceptable.                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>qué haces en el colegio durante la hora de comer</li> </ul>    | Any lunch-time activity is acceptable.                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>qué hiciste en tu última clase de español</li> </ul>           | There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense/infinitive (eg <i>Hacemos/Hacer una fiesta en la última clase</i> ).                                                                                             |
| <ul style="list-style-type: none"> <li>si te gustaría ser profesor/profesora en el futuro.</li> </ul> | The task will be fulfilled by a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En el futuro no ser profesora</i> ); or by using positive or negative comments about being a teacher, even without a future reference. |

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

|        |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Either | Question 01.1 | <p><b>This is a possible response (indicative content):</b></p> <p>El mes pasado mi madre celebró su cumpleaños y pasó el día con toda la familia. Fuimos a York porque es su ciudad favorita y por la noche cenamos en un restaurante estupendo al lado del río. En mi opinión, el matrimonio no es importante. No es necesario casarse para estar contentos. Paso mucho tiempo con mi ordenador. Lo uso para mis estudios y también veo películas y juego a los videojuegos. Me gustaría ir a un festival en España. Quiero visitar Valencia porque dicen que las Fallas son divertidas. (90 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>                                     |
| or     | Question 01.2 | <p><b>This is a possible response (indicative content):</b></p> <p>El año pasado fuimos de vacaciones a una aldea pequeña en el norte de Gales donde alquilamos una caravana. ¡Qué aburrido! No hizo buen tiempo y el día que decidimos ir a la playa empezó a llover. Quiero ir a España el año que viene. Me gusta mucho mi región porque hay mucho que hacer y todos mis amigos viven por aquí. Trato de usar menos agua y electricidad porque es importante proteger el medio ambiente. No voy a hacer trabajo voluntario en el futuro porque tengo que ganar dinero. (90 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>                                                      |
| or     | Question 01.3 | <p><b>This is a possible response (indicative content):</b></p> <p>Me gustan muchas de mis asignaturas, sobre todo los idiomas porque mis profesores son simpáticos y nos ayudan mucho. Me aburro a veces en la clase de matemáticas. Durante la hora de comer, comemos en la cafetería donde la comida es sana y deliciosa. Después de comer, normalmente jugamos al fútbol en el patio o charlamos. En la última clase de español, tuvimos una prueba de vocabulario y cantamos una canción divertida. También le dimos un regalo a nuestra profesora. No me gustaría ser profesor porque quiero ser futbolista profesional. (90 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p> |

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

**Question 02**

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

**[32 marks]****Content**

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

**Notes**

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

**Range of language**

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

**Notes**

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

**Accuracy**

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

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

### Question 02.1 content

| Bullet                                                                                                                             | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>si las redes sociales son positivas o negativas para relacionarse con los amigos</li> </ul> | There must be an opinion to fulfil the task, either positive or negative. The effects of social networks must be specifically applied to friends somewhere in the response, but additional, more general effects should not be penalised as irrelevant. If a response includes opinions about friends and family, count it as relevant information because it is mentioned in the introductory rubric. However, because it does not relate directly to the bullet points, it will not fulfil either of them. |
| <ul style="list-style-type: none"> <li>si te gustaría tener una familia en el futuro.</li> </ul>                                   | There must be a clear reference to the future through the use of future/immediate future/conditional tenses or through the present tense used as a future time frame (eg <i>cuando tenga 25 años, quiero tener hijos</i> ).                                                                                                                                                                                                                                                                                  |

### Question 02.2 content

| Bullet                                                                                                                     | Comments                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>si crees que es necesario vivir en una ciudad grande para estar contento</li> </ul> | There must be a reference to the relationship between happiness and living in a city or not.                                                                                                       |
| <ul style="list-style-type: none"> <li>una ocasión en el pasado cuando ayudaste a otra persona.</li> </ul>                 | There must be a clear reference to the past through the use of past tenses or through the present tense used as a past time frame (eg <i>Acabo de dar dinero a una organización benéfica...</i> ). |

### Question 02.3 content

| Bullet                                                                                                                   | Comments                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>tus opiniones sobre los problemas que tienen los jóvenes en el colegio</li> </ul> | For the task to be accomplished, there must be at least:<br>- two problems, eg <i>tenemos muchísimos deberes y el recreo es demasiado corto</i><br>or<br>- two opinions, an opinion with a justification or two separate ideas about one problem eg <i>No me gustan algunas de mis asignaturas (O) porque son muy difíciles para mí (J)</i> . |
| <ul style="list-style-type: none"> <li>si te gustaría trabajar de aprendiz en el futuro.</li> </ul>                      | There must be a clear reference to the future through the use of future/immediate future/conditional tenses or through the present tense used as a future time frame (eg <i>el año que viene quiero trabajar de aprendiz</i> ).                                                                                                               |

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

|               |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Either</b> | <b>Question 02.1</b> | <p><b>This is a possible response (indicative content):</b></p> <p>En mi opinión, hay más aspectos positivos que negativos de utilizar las redes sociales para comunicarse con amigos. Creo que utilizar apps como Instagram o Snapchat es muy fácil, y puedes colgar fotos de tus amigos. Además, puedes hablar con amigos que viven lejos, aunque un problema es que a veces hay acoso. También algunos de mis amigos están obsesionados con las redes sociales, y nunca quieren hablar cara a cara.</p> <p>No estoy seguro si me gustaría tener una familia en el futuro. Por una parte, pienso que sería fantástico tener una mujer muy simpática y unos niños encantadores, pero por otro lado creo que tendría mucha menos libertad. Soy bastante joven, así que me gusta salir con mis amigos cuando quiero, y además creo que las bodas son carísimas. Si fuera posible, me encantaría ir de viaje por todo el mundo, y tener una familia cuando sea mucho mayor. (150 words)<br/>[32 marks]</p> |
| <b>or</b>     | <b>Question 02.2</b> | <p><b>This is a possible response (indicative content):</b></p> <p>Me encanta vivir en una gran ciudad porque hay muchísimas instalaciones y cosas que hacer. Por ejemplo, puedo ir al estadio los fines de semana a ver jugar a mi equipo favorito, y también tengo la oportunidad de visitar museos, teatros y muchas tiendas diferentes. Sin embargo, no creo que todo eso sea esencial para ser feliz. Lo más importante para mi felicidad es tener a mi familia y a mis amigos cerca. Soy feliz cuando paso tiempo con ellos.</p> <p>El fin de semana pasado fui de compras al centro de mi ciudad, y vi a un hombre que vivía en la calle y no tenía comida. Fui al supermercado y compré una bebida caliente y un bocadillo para él. Me hizo muy feliz, porque creo que es muy importante ayudar a otras personas que tienen menos suerte que yo. Cuando sea mayor, quiero trabajar de voluntario en mi ciudad. (150 words)<br/>[32 marks]</p>                                                    |
| <b>or</b>     | <b>Question 02.3</b> | <p><b>This is a possible response (indicative content):</b></p> <p>Creo que la vida para los jóvenes en el colegio hoy en día es difícil. Los jóvenes tienen mucha presión de sus padres y de sus profesores para sacar buenas notas todo el tiempo, y algunas asignaturas son muy difíciles. Por ejemplo, a mí no se me da bien la historia, y a veces estoy estresada cuando tengo un examen. Otro aspecto negativo es el acoso en los colegios, porque puede crear problemas mentales. Creo que algunos colegios deberían hacer más para ayudar a los jóvenes.</p> <p>No sé qué quiero hacer después de mis exámenes. Quiero seguir estudiando, pero no estoy seguro si trabajaré de aprendiz. Lo bueno de trabajar de aprendiz es que es muy práctico, y sería interesante aprender una profesión en vez de seguir estudiando. Por otra parte, ir a la universidad puede ser muy caro, pero también sería una experiencia fantástica. ¡Es muy difícil decidir! (150 words)<br/>[32 marks]</p>        |

**Question 03**

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

**[12 marks]****Conveying key messages**

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

**Application of grammatical knowledge of language and structures**

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

**Notes**

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



### Key messages

The translation is divided into 13 key messages (see below). As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

|    | Message                      | Accept                                                                                                                                                                                                      | Reject                                                                                                  |
|----|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1  | My sister got married        | Mi hermana (se) casó / se caso                                                                                                                                                                              | caso ( <i>without reflexive pronoun and accent</i> )<br>te/le casó<br>Any use of the verb <u>cansar</u> |
| 2  | in January last year.        | en enero del / el <u>año</u> pasado.<br>en enero del último <u>año</u> /año último                                                                                                                          |                                                                                                         |
| 3  | Her husband is Spanish, but  | <u>Su</u> marido / esposo / pareja<br>es español / de España, pero                                                                                                                                          | novio<br>hombre<br>Ella <i>for</i> su                                                                   |
| 4  | he speaks English very well. | habla inglés muy bien/bueno.<br>habla muy bien/bueno (el) inglés.                                                                                                                                           | mucho bien/bueno                                                                                        |
| 5  | They have bought a house     | Han comprado / Compraron<br>una casa                                                                                                                                                                        | Compraban<br>Han <u>comparado</u> / <u>compararon</u>                                                   |
| 6  | near the coast.              | cerca (de) / junto (a) / al lado (de)<br>la costa / la playa / el mar.                                                                                                                                      | costo                                                                                                   |
| 7  | I would like to go there     | Me gustaría / Quiero / Quisiera ir<br><u>allí/ahí</u><br>Me gustaría / Quiero / Quisiera voy<br><u>allí/ahí</u>                                                                                             | Me gusta ir allí<br>aquí<br>alle <i>for</i> allí                                                        |
| 8  | in the summer,               | en el verano,                                                                                                                                                                                               |                                                                                                         |
| 9  | before returning to school.  | antes <u>de</u> volver <u>a</u> (l) colegio / <u>a</u> (l)<br>insti(tuto) / <u>a</u> (la) escuela.<br>antes <u>de</u> volviendo <u>a</u> (l) colegio / <u>a</u> (l)<br>insti(tuto) / <u>a</u> (la) escuela. | <i>omission of de</i><br><i>omission of a</i>                                                           |
| 10 | They say that                | Dicen <u>que</u><br>Se dice(n) <u>que</u>                                                                                                                                                                   | <i>omission of que</i><br>Hablan que                                                                    |
| 11 | the weather is good          | hace buen tiempo / el tiempo es<br>bueno / el tiempo es(tá) bien / el<br>tiempo está bueno / hay buen<br>tiempo / el clima es buen(o) / hay<br>buen clima                                                   | hace buen clima                                                                                         |
| 12 | and it will be               | y será /sera/ va a ser                                                                                                                                                                                      | y estará / va a estar<br>sería                                                                          |
| 13 | a fantastic week.            | Una/la semana fenomenal /<br>estupenda / maravillosa / fantástica.                                                                                                                                          | (muy) buena<br>una semana bomba                                                                         |

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark for Communication according to this table.

| Total ticks | Mark |
|-------------|------|
| 13          | 6    |
| 11/12       | 5    |
| 8/9/10      | 4    |
| 5/6/7       | 3    |
| 3/4         | 2    |
| 1/2         | 1    |
| 0           | 0    |

### Indicative content

The following indicative content is an example of a response which would be awarded full marks.

Mi hermana se casó en enero del año pasado. Su marido es español, pero habla inglés muy bien. Han comprado una casa cerca de la costa. Me gustaría ir allí en el verano, antes de volver al colegio. Dicen que hace buen tiempo y será una semana estupenda.

Other reasonable alternative translations will also be accepted.