



Cambridge IGCSE™ (9–1)

SPANISH

7160/42

Paper 4 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 50

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.

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:**

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

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

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

1.3 Annotation used in the Mark Scheme:

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

1.4 No response and '0' marks

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

Award NR (No Response):

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

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

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

Award 0:

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

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

Question	Answer	Marks
<p>Question 1</p>	<p>Candidates are required to list 8 items in Spanish. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item (e.g. where a candidate has linked two words as in <i>cepillo de dentífrica</i> = 1 tick; however <i>cepillo y dentífrica</i> (candidate intends 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"> • ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer? • Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created. • If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning). • Where letters are transposed, the word is likely to communicate (unless another word has been created). <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> • <i>pantalones, pantalones cortos</i>: award one mark to each item • <i>pantalones pequeños, pantalones azules</i>: award one mark for the first <i>pantalones</i> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>	

Question	Answer	Marks																																																
1	<p data-bbox="338 217 1335 245">Estás en un hotel. Haz una lista en español de 8 cosas que puedes ver.</p> <table border="1" data-bbox="338 284 1245 1331"> <thead> <tr> <th data-bbox="338 284 640 347">ACCEPT</th> <th data-bbox="640 284 943 347"></th> <th data-bbox="943 284 1245 347">REFUSE</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 347 640 411">ascensor</td> <td data-bbox="640 347 943 411"></td> <td data-bbox="943 347 1245 411">llave</td> </tr> <tr> <td data-bbox="338 411 640 475">balcón</td> <td data-bbox="640 411 943 475"></td> <td data-bbox="943 411 1245 475"></td> </tr> <tr> <td data-bbox="338 475 640 539">cama</td> <td data-bbox="640 475 943 539"></td> <td data-bbox="943 475 1245 539"></td> </tr> <tr> <td data-bbox="338 539 640 603">habitación</td> <td data-bbox="640 539 943 603"></td> <td data-bbox="943 539 1245 603"></td> </tr> <tr> <td data-bbox="338 603 640 667">maleta</td> <td data-bbox="640 603 943 667"></td> <td data-bbox="943 603 1245 667"></td> </tr> <tr> <td data-bbox="338 667 640 730">mapa</td> <td data-bbox="640 667 943 730"></td> <td data-bbox="943 667 1245 730"></td> </tr> <tr> <td data-bbox="338 730 640 794">nevera</td> <td data-bbox="640 730 943 794"></td> <td data-bbox="943 730 1245 794"></td> </tr> <tr> <td data-bbox="338 794 640 858">piscina</td> <td data-bbox="640 794 943 858"></td> <td data-bbox="943 794 1245 858"></td> </tr> <tr> <td data-bbox="338 858 640 922">portero</td> <td data-bbox="640 858 943 922"></td> <td data-bbox="943 858 1245 922"></td> </tr> <tr> <td data-bbox="338 922 640 986">recepción</td> <td data-bbox="640 922 943 986"></td> <td data-bbox="943 922 1245 986"></td> </tr> <tr> <td data-bbox="338 986 640 1050">repcionista</td> <td data-bbox="640 986 943 1050"></td> <td data-bbox="943 986 1245 1050"></td> </tr> <tr> <td data-bbox="338 1050 640 1114">restaurante</td> <td data-bbox="640 1050 943 1114"></td> <td data-bbox="943 1050 1245 1114"></td> </tr> <tr> <td data-bbox="338 1114 640 1177">servicios</td> <td data-bbox="640 1114 943 1177"></td> <td data-bbox="943 1114 1245 1177"></td> </tr> <tr> <td data-bbox="338 1177 640 1241">teléfono</td> <td data-bbox="640 1177 943 1241"></td> <td data-bbox="943 1177 1245 1241"></td> </tr> <tr> <td data-bbox="338 1241 640 1305">tienda</td> <td data-bbox="640 1241 943 1305"></td> <td data-bbox="943 1241 1245 1305"></td> </tr> </tbody> </table> <p data-bbox="1541 1334 1944 1362" style="text-align: right;">Total for Question 1: 5 marks</p>	ACCEPT		REFUSE	ascensor		llave	balcón			cama			habitación			maleta			mapa			nevera			piscina			portero			recepción			repcionista			restaurante			servicios			teléfono			tienda			5
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<p>Question 2</p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 2.1. • Language: award a mark out of 5, according to the instructions in 2.2. 		
2	<p><i>Las fiestas en tu país</i></p> <p><u>2.1: Award a mark out of 10 for Communication</u></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> • Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. • See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. • For language other than verbs, use ‘rules’ in Question 1: look alike, sound alike, etc. • Misplaced adjectives, negatives and adverbs will not usually compromise communication. <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • <i>Ella es alta y delgada y grande y nerviosa. (1 verb, therefore treat as list of 4 items: place one tick over ‘grande’ (third item in list) and another tick over ‘nerviosa’ (fourth item in list))</i> • <i>Ella es alta. Es delgada. Tiene el pelo moreno. (3 verbs therefore each piece of information can score a separate communication mark)</i> 	15

Question	Answer	Marks												
2	<p>(vi) Only reward each piece of information once, e.g. <i>es fantástica</i> cannot score both as description and reason for liking; <i>es fantástica y sus clases son fantásticas</i> can both be rewarded as <i>fantástica(s)</i> describes different nouns; <i>ella me ayuda a hacer mis deberes</i> and <i>me ayuda todos los días</i> can both be rewarded as they each contain a different extra detail (<i>a hacer mis deberes</i> and <i>todos los días</i>).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>													
	<table border="1"> <thead> <tr> <th data-bbox="338 512 456 577">Tick</th> <th data-bbox="456 512 1942 577">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 577 456 676">✓1</td> <td data-bbox="456 577 1942 676">Describe una fiesta de tu país que te gusta. REWARD: any statement relating to a party/festival in the candidate's country</td> </tr> <tr> <td data-bbox="338 676 456 775">✓2</td> <td data-bbox="456 676 1942 775">¿Qué ropa llevas los días de fiesta? REWARD: any statement relating to the clothes that the candidate wears on festive days</td> </tr> <tr> <td data-bbox="338 775 456 874">✓3</td> <td data-bbox="456 775 1942 874">¿Qué haces en un día de fiesta típico? REWARD: any statement relating to what the candidate does on a typical festive day</td> </tr> <tr> <td data-bbox="338 874 456 973">✓4</td> <td data-bbox="456 874 1942 973">¿Con quién prefieres celebrar las fiestas? REWARD: any statement relating to with whom the candidate prefers to celebrate parties/festive occasions</td> </tr> <tr> <td data-bbox="338 973 456 1110">✓5</td> <td data-bbox="456 973 1942 1110">Para los turistas que quieren ver las fiestas, ¿cuál sería el mejor mes del año para visitar tu país? REWARD: any statement relating to which the best month of the year for tourists to visit the candidate's country would be</td> </tr> </tbody> </table>	Tick	Accept	✓1	Describe una fiesta de tu país que te gusta. REWARD: any statement relating to a party/festival in the candidate's country	✓2	¿Qué ropa llevas los días de fiesta? REWARD: any statement relating to the clothes that the candidate wears on festive days	✓3	¿Qué haces en un día de fiesta típico? REWARD: any statement relating to what the candidate does on a typical festive day	✓4	¿Con quién prefieres celebrar las fiestas? REWARD: any statement relating to with whom the candidate prefers to celebrate parties/festive occasions	✓5	Para los turistas que quieren ver las fiestas, ¿cuál sería el mejor mes del año para visitar tu país? REWARD: any statement relating to which the best month of the year for tourists to visit the candidate's country would be	
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2	<p><u>2.2: Award a mark out of 5 for Language</u></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (Appendix 1)).</p> <p>Grade descriptors for Language (Question 2)</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;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>	5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.	2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	0	One or two disjointed words or short phrases may be recognisable.	
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Question	Answer	Marks						
<p>Question 3</p> <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1. • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2. award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. <p>For question-specific guidance, see later in this mark scheme.</p> <p><u>3.1: Award a mark out of 10 for Communication</u></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).</p> <table border="1" data-bbox="181 794 1697 948"> <tbody> <tr> <td data-bbox="181 794 315 842">2 ticks</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="181 842 315 890">1 tick</td> <td data-bbox="315 842 1697 890">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="181 890 315 948">0 ticks</td> <td data-bbox="315 890 1697 948">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.</p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p>			2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.
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1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
0 ticks	Nothing of worth communicated.							

Question	Answer	Marks																				
<p><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></p>																						
<p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. For question-specific guidance, see later in this mark scheme.</p>																						
<p>(i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). (ii) Place the tick so that it does not obscure the accent/tilde. (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p>																						
<p style="text-align: center;">Conversion table for accurate use of Verbs (Question 3)</p>																						
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="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 1260">0, 1, 2, 3</td> <td data-bbox="1164 1228 1444 1260">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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4, 5	1																					
0, 1, 2, 3	0																					

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

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

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

Question	Answer	Marks
Single auxiliary with multiple past participles		
Tick	No tick	Note
Hemos cantado (✓) y bailado (✓)		Hemos cantado = tick 1; Hemos bailado = tick 2
Verb which requires preposition		
Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for <i>lavar</i> to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of <i>con</i> means that <i>lavar</i> cannot receive a tick
Verb which requires personal a		
Tick	No tick	Note
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
Correct verb within meaningless statement		
Tick	No tick	Note
El camino es (✓) largo	El camino es (<i>no tick</i>) inteligente	Do not reward correct verb in a meaningless statement

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

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

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

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

Question	Answer	Marks																		
3(a)	<p><i>Un concurso de fotografía. Escribe un e-mail a tu amigo/amiga español(a) sobre un concurso de fotografía en el que ganaste.</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="338 384 1688 1118"> <thead> <tr> <th data-bbox="338 384 439 450">Tick</th> <th data-bbox="439 384 1576 450">Accept</th> <th data-bbox="1576 384 1688 450">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 450 439 584">✓1</td> <td data-bbox="439 450 1576 584"> <p>¿Dónde tuvo lugar el concurso?</p> <p>A mention of where the competition took place</p> </td> <td data-bbox="1576 450 1688 584">2</td> </tr> <tr> <td data-bbox="338 584 439 718">✓2</td> <td data-bbox="439 584 1576 718"> <p>¿De qué sacaste fotos para el concurso?</p> <p>A description of what the candidate took photos of for the competition</p> </td> <td data-bbox="1576 584 1688 718">2</td> </tr> <tr> <td data-bbox="338 718 439 852">✓3</td> <td data-bbox="439 718 1576 852"> <p>En tu opinión, ¿por qué la fotografía es un buen pasatiempo para los jóvenes?</p> <p>An explanation of why photography is a good hobby for young people</p> </td> <td data-bbox="1576 718 1688 852">2</td> </tr> <tr> <td data-bbox="338 852 439 986">✓4</td> <td data-bbox="439 852 1576 986"> <p>¿Adónde te gustaría viajar para sacar fotos?</p> <p>A mention of where the candidate would like to travel to in order to take pictures</p> </td> <td data-bbox="1576 852 1688 986">2</td> </tr> <tr> <td data-bbox="338 986 439 1118">✓5</td> <td data-bbox="439 986 1576 1118"> <p>¿Cuáles son las ventajas de ser fotógrafo profesional?</p> <p>A mention of what the advantages of being a professional photographer are</p> </td> <td data-bbox="1576 986 1688 1118">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>¿Dónde tuvo lugar el concurso?</p> <p>A mention of where the competition took place</p>	2	✓2	<p>¿De qué sacaste fotos para el concurso?</p> <p>A description of what the candidate took photos of for the competition</p>	2	✓3	<p>En tu opinión, ¿por qué la fotografía es un buen pasatiempo para los jóvenes?</p> <p>An explanation of why photography is a good hobby for young people</p>	2	✓4	<p>¿Adónde te gustaría viajar para sacar fotos?</p> <p>A mention of where the candidate would like to travel to in order to take pictures</p>	2	✓5	<p>¿Cuáles son las ventajas de ser fotógrafo profesional?</p> <p>A mention of what the advantages of being a professional photographer are</p>	2	30
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Question	Answer		Marks
3(a)	Communication point	For Verbs, accept:	
	1	Any appropriate past tense	
	2	Any appropriate past tense	
	3	Present	
	4	Future/Conditional/Present	
	5	Present	
	<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>		
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>			

Question	Answer	Marks																		
3(b)	<p data-bbox="338 217 1211 248"><i>Estudiar y cuidar la salud. Escribe un artículo sobre este tema.</i></p> <p data-bbox="338 284 1417 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="338 352 1917 1082"> <thead> <tr> <th data-bbox="338 352 439 416">Tick</th> <th data-bbox="439 352 1805 416">Accept</th> <th data-bbox="1805 352 1917 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 416 439 552">✓1</td> <td data-bbox="439 416 1805 552"> <p data-bbox="454 435 1671 467">Describe la última vez que practicaste algún deporte. (¿cuándo? ¿dónde? ¿con quién?)</p> <p data-bbox="454 502 1256 534">A description of the last time that the candidate played a sport</p> </td> <td data-bbox="1805 416 1917 552">2</td> </tr> <tr> <td data-bbox="338 552 439 687">✓2</td> <td data-bbox="439 552 1805 687"> <p data-bbox="454 571 994 603">Ayer, ¿qué comida saludable comiste?</p> <p data-bbox="454 638 1223 670">A mention of what healthy food the candidate ate yesterday</p> </td> <td data-bbox="1805 552 1917 687">2</td> </tr> <tr> <td data-bbox="338 687 439 823">✓3</td> <td data-bbox="439 687 1805 823"> <p data-bbox="454 707 1700 738">Aparte de comer bien, ¿cómo pueden los jóvenes cuidar su salud durante los exámenes?</p> <p data-bbox="454 774 1776 805">A mention of how young people can take care of themselves during exam time (apart from eating well)</p> </td> <td data-bbox="1805 687 1917 823">2</td> </tr> <tr> <td data-bbox="338 823 439 959">✓4</td> <td data-bbox="439 823 1805 959"> <p data-bbox="454 842 1397 874">¿Cuáles son las ventajas o las desventajas de llevar una vida sana?</p> <p data-bbox="454 909 1581 941">A mention of what the advantages OR disadvantages are of following a healthy lifestyle</p> </td> <td data-bbox="1805 823 1917 959">2</td> </tr> <tr> <td data-bbox="338 959 439 1082">✓5</td> <td data-bbox="439 959 1805 1082"> <p data-bbox="454 978 1330 1010">¿Qué planes tienes para descansar después de los exámenes?</p> <p data-bbox="454 1045 1382 1077">A mention of what plans the candidates has for relaxing after the exams</p> </td> <td data-bbox="1805 959 1917 1082">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="454 435 1671 467">Describe la última vez que practicaste algún deporte. (¿cuándo? ¿dónde? ¿con quién?)</p> <p data-bbox="454 502 1256 534">A description of the last time that the candidate played a sport</p>	2	✓2	<p data-bbox="454 571 994 603">Ayer, ¿qué comida saludable comiste?</p> <p data-bbox="454 638 1223 670">A mention of what healthy food the candidate ate yesterday</p>	2	✓3	<p data-bbox="454 707 1700 738">Aparte de comer bien, ¿cómo pueden los jóvenes cuidar su salud durante los exámenes?</p> <p data-bbox="454 774 1776 805">A mention of how young people can take care of themselves during exam time (apart from eating well)</p>	2	✓4	<p data-bbox="454 842 1397 874">¿Cuáles son las ventajas o las desventajas de llevar una vida sana?</p> <p data-bbox="454 909 1581 941">A mention of what the advantages OR disadvantages are of following a healthy lifestyle</p>	2	✓5	<p data-bbox="454 978 1330 1010">¿Qué planes tienes para descansar después de los exámenes?</p> <p data-bbox="454 1045 1382 1077">A mention of what plans the candidates has for relaxing after the exams</p>	2	30
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Question	Answer		Marks
3(b)	Communication point	For Verbs, accept:	
	1	Any appropriate past tense	
	2	Any appropriate past tense	
	3	Present	
	4	Present	
	5	Present/Future/Conditional	
	<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>		
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>			

Question	Answer	Marks																		
3(c)	<p data-bbox="338 213 1480 245"><i>“Era el día de la excursión. Llegué al colegio pero mis compañeros no estaban...”</i></p> <p data-bbox="338 284 1420 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="338 352 1785 1082"> <thead> <tr> <th data-bbox="338 352 434 416">Tick</th> <th data-bbox="434 352 1673 416">Accept</th> <th data-bbox="1673 352 1785 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 416 434 552">✓1</td> <td data-bbox="434 416 1673 552"> <p data-bbox="450 432 1077 464">Explica por qué tus compañeros no estaban.</p> <p data-bbox="450 501 1279 533">An explanation of why the candidate’s classmates weren’t there</p> </td> <td data-bbox="1673 416 1785 552">2</td> </tr> <tr> <td data-bbox="338 552 434 683">✓2</td> <td data-bbox="434 552 1673 683"> <p data-bbox="450 568 1173 600">¿Cómo te sentiste al descubrir que no había nadie?</p> <p data-bbox="450 636 1644 668">A description of how the candidate felt when he/she discovered that there was nobody there</p> </td> <td data-bbox="1673 552 1785 683">2</td> </tr> <tr> <td data-bbox="338 683 434 818">✓3</td> <td data-bbox="434 683 1673 818"> <p data-bbox="450 699 1021 730">Describe lo que hiciste en ese momento.</p> <p data-bbox="450 767 1162 799">A description of what the candidate did at that moment</p> </td> <td data-bbox="1673 683 1785 818">2</td> </tr> <tr> <td data-bbox="338 818 434 954">✓4</td> <td data-bbox="434 818 1673 954"> <p data-bbox="450 834 965 866">¿Adónde iba el grupo de excursión?</p> <p data-bbox="450 903 1133 935">A mention of where the group was going on their trip</p> </td> <td data-bbox="1673 818 1785 954">2</td> </tr> <tr> <td data-bbox="338 954 434 1082">✓5</td> <td data-bbox="434 954 1673 1082"> <p data-bbox="450 970 1308 1002">En la próxima excursión del colegio, ¿qué te gustaría visitar?</p> <p data-bbox="450 1038 1498 1070">A mention of where the candidate would like to go next time there is a school trip</p> </td> <td data-bbox="1673 954 1785 1082">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="450 432 1077 464">Explica por qué tus compañeros no estaban.</p> <p data-bbox="450 501 1279 533">An explanation of why the candidate’s classmates weren’t there</p>	2	✓2	<p data-bbox="450 568 1173 600">¿Cómo te sentiste al descubrir que no había nadie?</p> <p data-bbox="450 636 1644 668">A description of how the candidate felt when he/she discovered that there was nobody there</p>	2	✓3	<p data-bbox="450 699 1021 730">Describe lo que hiciste en ese momento.</p> <p data-bbox="450 767 1162 799">A description of what the candidate did at that moment</p>	2	✓4	<p data-bbox="450 834 965 866">¿Adónde iba el grupo de excursión?</p> <p data-bbox="450 903 1133 935">A mention of where the group was going on their trip</p>	2	✓5	<p data-bbox="450 970 1308 1002">En la próxima excursión del colegio, ¿qué te gustaría visitar?</p> <p data-bbox="450 1038 1498 1070">A mention of where the candidate would like to go next time there is a school trip</p>	2	30
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Question	Answer		Marks
3(c)	Communication point	For Verbs, accept:	
	1	Any appropriate past tense	
	2	Any appropriate past tense	
	3	Any appropriate past tense	
	4	Any appropriate past tense	
	5	Present/Future/Conditional	
	<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>		
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>			

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)	For 2 communication marks: accept a Present where a Future context is apparent	
	<i>El año que viene voy a España</i> = 2 for communication (but see also B (i) for further information)	(voy receives a tick for verb)
(ii)	For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa	

(iii)	For 2 communication marks: accept a 'phonetic version' of the correct time frame	
	<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)	For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	
(v)	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	
	For 2 communication marks, insist 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

(vi)	In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)	
	<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:</p> <p><i>Creía que llueve</i> = 1 for communication (see B (vii))</p> <p><i>Creía que tenía enfermo</i> = 0 for communication (see B (vii))</p> <p>(In addition, in both cases, first verb can receive a tick)</p>
(vii)	Use of a verb in the ‘indicative’ where a subjunctive would be expected: award 2 communication marks	
	<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)	The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	<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>Task: what do you want to eat for lunch? Candidate writes: <i>Quiero comeré la fruta</i> = 1 for communication</p>	<i>Quiero</i> = tick for verb
	<p>Task: what will you do next year? Candidate writes: <i>El año <u>pasado</u> voy a España</i> = 1 for communication</p> <p><i>El año <u>pasado</u> voy a viajar en España</i> = 1 for communication</p> <p><i>El año <u>que viene</u> 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)	The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	Task: what did you enjoy doing on holiday? Candidate writes: <i>Me gustta el tenis</i> = 1 for communication (phonetic version of the incorrect tense (<i>me gusta</i>) of an appropriate verb)	<i>Me gutsa (el tenis)</i> (<i>gutsa</i> is not any form/part/tense (nor a phonetic version thereof) of the verb <i>gusta</i>)
	Task: what happened at school today? Candidate writes: <i>Apprendo mucho</i> = 1 for communication (phonetic version of an incorrect part/tense (<i>aprendo</i>) of an appropriate verb)	<i>Apriendo mucho</i> = 0 for communication (<i>apriendo</i> is not any form/part/tense (nor a phonetic version thereof) of the verb <i>aprender</i>)
(iii)	Use of <i>ser</i> when <i>estar</i> would be correct and vice versa: award 1 communication mark	
	<i>Soy en acuerdo con el proyecto</i> = 1 <i>Soy esperando tu carta</i> = 1 <i>Era con su hijo</i> = 1 <i>Mis hermanas son en la casa</i> = 1 <i>Estaba una experiencia maravillosa</i> = 1 <i>Estoy un buen estudiante</i> = 1 <i>Tu carta está interesante</i> = 1 <i>Estará una buena idea</i> = 1	
(iv)	Mis-use of <i>haber</i>, <i>hacer</i>, <i>tener</i> and <i>ser/estar</i> in idiomatic phrases/simple descriptions: award 1 communication mark	
	<i>Era/Estaba miedo</i> = 1 <i>Era/Estaba sed</i> = 1 <i>Era/Estaba hambre</i> = 1 <i>Era/Estaba cinco años</i> = 1 <i>Estaba muy frío en mi casa</i> = 1 <i>¿Está playas cerca de tu ciudad?</i> = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) However: <i>Ella es el pelo negro</i> = 0 <i>Tenía cansado</i> = 0 <i>Tenía enfermo</i> = 0

(v)	The following commonly seen inappropriate usages: award 1 communication mark	
	Accept for 1 mark <i>Miré un accidente 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>	Refuse <i>Tenía un tiempo muy bueno for Lo pasé bien</i> <i>He mirado para mi chaqueta for He buscado mi chaqueta</i>
(vi)	The following commonly seen mis-usages: award 1 communication mark	
	<i>Me gusto mi casa</i> <i>Me prefiero los gatos</i> <i>Me vivo en el centro</i> <i>Me llamo es (Ana)</i>	<i>Me llama es (Ana) = 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
(vii)	In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules (see also A(vi))	
	<i>Mi amigo dijo que tiene dolor de cabeza = 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:

(i)	No attempt at a (real) verb = 0 for communication	
	<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>	
(ii)	The verb attempted delivers a message different from the desired one = 0 for communication	
	<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>	
(iii)	The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication	
	<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>	