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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0530 SPANISH (FOREIGN LANGUAGE)

0530/43 Paper 4 (Writing), maximum raw mark 50

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

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

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1 General Marking Notes

2 General Marking Principles

2.1 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)

(b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

2.2 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:

(i) there is an indication from the candidate that other material should be considered
(ii) the candidate has continued their answer outside the space provided
(iii) there is no answer in the space provided

2.3 Annotation used in the Mark Scheme and/or Marking:

(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 material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

2.4 No response and '0' marks

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.

2.5 Optional questions: you must mark all questions attempted by the candidate. Where a question has not been attempted then a 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, scoris will automatically only aggregate the candidate's best result.

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3 Detail Mark Scheme

SECTION 1

Question 1

Candidates are required to list 8 items in Spanish. Read all the items the candidate has listed and award marks as follows:

- **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.**
- **On Question 1, award marks for items wherever the candidate has written them.**
- **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

NB the pictures provided on the question paper are only suggestions.

Generic mark scheme for Question 1

- Mark for communication. Tolerate inaccuracies, provided the message is clear

- Ignore definite / indefinite article, possessive adjective. Ignore any verbs.

- Questionable spellings:

  (a) Start by referring to sheet of examples in the mark scheme. Only refer to (b) to (e) below if no decision on the spelling you have encountered is recorded there.
  (b) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
  (c) Look-alike test: does what the candidate has written look like the correct answer e.g. one letter missing but no other word created.
  (d) 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).
  (e) Where letters are transposed, the word is likely to communicate (unless another word has been created).

- **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**.

- Refuse all nouns which are repeated and which do not have a separate meaning:
  - *pantalones, pantalones cortos*: award one mark to each item
  - *pantalones pequeños, pantalones azules*: award one mark for the first *pantalones.*

- Reject misspelt words which suggest a word with a quite different meaning.

- Where nouns are usually plural, accept the singular and vice versa.

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Session-specific instructions for Question 1: 8 deportes

- **Accept any sport, including *correr*** (even though *atletismo* was the example).
- **Accept two different words that describe a similar/the same sport** (e.g. accept both *equitación* and *montar a caballo* if a candidate produces both). However, award a maximum of 1 mark only if a candidate writes both *nadar* and *natación*.
- Do **not** accept *atletismo* as it was the example.
- The following are examples. Accept any sport.

Accept	**Refuse**
baloncesto	atletismo *(it was the example)*
buceo	
ciclismo	
correr	
equitación	
esquiar/esquí	
fútbol	
golf	
kárate (with or without the accent)	
monopatín	
montar a caballo	
nadar/natación	
patinar/patinaje	
pescar/pesca	
ping-pong / pimpon	
tenis	
tenis de mesa	
vela	
voleibol	
windsurf	
yoga	

[Total for Question 1: 5 marks]

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Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **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.**

2.1: award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 2)

(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer.

(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:
- If 1 of the tasks is missing, the maximum communication mark is 9.
- If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).

(iii) Add up the ticks to give a mark out of 10 for Communication.

(iv) For COMMUNICATION
- **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**

(v) LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks.
- *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*))
- *Ella es alta. Es delgada. Tiene el pelo moreno.* (*3 verbs therefore each piece of information can score a separate communication mark*)

(vi) Only reward each piece of information once.
- *es fantástica* cannot score both as description and reason for liking
- *es fantástica y sus clases son fantásticas* can both be rewarded as *fantástica(s)* describes different nouns
- *ella me ayuda a hacer mis deberes* and *me ayuda todos los días* can both be rewarded as they each contain a different extra detail (*a hacer mis deberes* and *todos los días*)

(vii) Do not penalise factual errors.

(viii) FOR **(a)** and **(b)**, REWARD REASON EVEN IF MAIN CLAUSE IS NOT CLEAR.

(ix) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.

[Total marks for Communication: 10]

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Session-specific instructions for Communication marks (Question 2): Los fines de semana

Tick	Accept	Refuse
1	**¿Te gustan los fines de semana? Explica por qué.** **REWARD:** any statement relating to whether the candidate likes weekends and/or reason why	
2	**¿Prefieres los sábados o los domingos? Explica por qué.** **REWARD:** any statement relating to whether the candidate prefers Saturdays or Sundays and/or reason why	
3	**¿Qué haces los domingos para prepararte para el colegio?** **REWARD:** any statement relating to what the candidate does on Sunday to prepare for school	
4	**¿Cómo te gustaría pasar el fin de semana que viene?** **REWARD:** any statement relating to what the candidate would like to do next weekend	

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2.2: award a mark out of 5 for Language

Generic mark scheme for Language (Question 2):

- Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

Grade descriptors for Language (Question 2)

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.

[Total marks for Language: 5]

*Consider the whole answer when awarding mark for Language.

[**Total for Question 2: 15 marks]**

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SECTION 2

Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:

- **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.

3.1 – award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 3):

(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.

(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).

2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
0 ticks	Nothing of worth communicated.

(iii) **Look for a verb (finite or infinitive) before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

(iv) Add up the ticks to give a mark out of 10 for Communication.

[Total marks for Communication: 10]

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Session-specific instructions for Communication marks (Question 3):

Question 3(a): email to friend about a musical you saw at school

Tick	Accept	Mark
1	**Describe la obra musical que viste.** **Insist on past tense for 2 communication marks** Allow any detail relating to the musical, e.g. había muchos personajes, todos cantaron mucho	**2**
2	**Explica por qué se organizó esa obra musical.** **Insist on past tense for 2 communication marks** Allow any detail relating to why the musical was put on, e.g. fue el cumpleaños del director	**2**
3	**¿Qué tipo de música te gusta?** **For 2 communication marks allow any sensible suggestion in an appropriate tense**, e.g. me gusta la música rock	**2**
4	**¿Te gustaría participar en una obra musical o en una obra de teatro? Explica por qué.** **For 2 communication marks allow any sensible statement in an appropriate tense**, e.g. me gustaría participar en una obra musical Expect opinions/emotions	**2**
5	**¿Te gustaría participar en una obra musical o en una obra de teatro? Explica por qué.** **For 2 communication marks allow any sensible statement in an appropriate tense**, e.g. me gusta mucho bailar y cantar Expect opinions/emotions	**2**

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Question 3(b): article about languages

Tick	Accept	Mark
1	**¿Cuándo empezaste a aprender idiomas?** **Insist on past tense for 2 communication marks** Allow anything sensible, e.g. empecé a aprender idiomas cuando tuve 11 años	**2**
2	**El año pasado, ¿qué te gustó más de las clases de idiomas?** **Insist on past tense for 2 communication marks** Allow anything sensible, e.g. el año pasado me gustaba cantar durante las clases de idiomas	**2**
3	**¿Cómo es tu mejor profesor(a) de idiomas?** **For 2 communication marks allow any sensible statement in an appropriate tense**, e.g. mi mejor profesor de idiomas es muy divertido	**2**
4	**¿Es importante estudiar idiomas? Explica por qué.** **For 2 communication marks allow any sensible statement in an appropriate tense**, e.g. es importante estudiar idiomas para poder comunicar con los demás Expect opinions/emotions	**2**
5	**¿Es importante estudiar idiomas? Explica por qué.** **For 2 communication marks allow any sensible statement in an appropriate tense**, e.g. es importante estudiar idiomas para poder comunicar con los demás Expect opinions/emotions	**2**

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Question 3(c): while travelling, return ticket got lost

Tick	Accept	Mark
1	**El último día, ¿dónde estuviste y con quién estuviste?** **Insist on past tense for 2 communication marks** Allow anything probable, e.g. estuve en Barcelona y fui (a la Sagrada Familia) con unos amigos	**2**
2	**Cuenta lo que hiciste para volver a casa.** **Insist on past tense for 2 communication marks** Allow any sensible statement relating to what the candidate did to get home, e.g. primero, llamé por teléfono a mi padre	**2**
3	**Third communication mark** to be awarded flexibly for extra detail, given in a statement/clause containing a finite verb, relating to either the first or second bullet point in the question **(Apply the 'rules' for the appropriate task when awarding marks for task 3)**	**2**
4	**Explica cómo te sentiste al volver a casa.** **For 2 communication marks allow any sensible statement in an appropriate tense** Expect opinions/emotions	**2**
5	**Further reaction to the events** **For 2 communication marks allow any sensible statement in an appropriate tense** Expect opinions/emotions	**2**

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3.2 – award a mark out of 8 for Accurate use of verbs

Generic mark scheme for Accurate use of verbs (Question 3):

When awarding ticks for verbs, please refer back to section 3.1 in order to establish which tense is appropriate for the response:

Question 3(a)	
Communication Point	**For Verbs, accept**
1	Preterite / Imperfect / Perfect (if used correctly in context)
2	Preterite / Imperfect / Perfect (if used correctly in context)
3	Present
4	Conditional / Future
5	Present / Conditional / Future

Question 3(b)	
Communication Point	**For Verbs, accept**
1	Preterite / Imperfect / Perfect (if used correctly in context)
2	Preterite / Imperfect (if used correctly in context)
3	Present
4	Present / Conditional / Future (if used correctly in context)
5	Present / Conditional / Future (if used correctly in context)

Question 3(c)	
Communication Point	**For Verbs, accept**
1	Preterite / Imperfect / Perfect (if used correctly in context)
2	Preterite / Imperfect / Perfect (if used correctly in context)
3	Preterite / Imperfect / Perfect (if used correctly in context)
4	Present / Preterite / Imperfect / Perfect (depending on context)
5	Present / Preterite / Imperfect / Perfect (depending on context)

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(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.

Conversion table for Accurate use of verbs (Question 3)

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**

[Total marks for Accurate use of verbs: 8]

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- **How to award ticks for Accurate use of verbs (Question 3):**

(a) Subject (noun or pronoun) + any finite verb

- **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 professores son amables (*no tick*)	incorrect subject means tick cannot be awarded for verb

Use of gerund

Tick	No tick	Note
Estoy escribiendo (✓)		Continuous forms of *estar* and gerund are awarded 1 tick
Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using *estar* = 2 ticks

With direct and indirect object pronouns

Tick	No tick	Note
Juan lo vio (✓)		

Reflexive/passive

Tick	No tick	Note
Él se levanta (✓)	Él levantase (*no tick*)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (*no tick*) el coche	*lavar* should not be used reflexively in this statement

Impersonal verbs such as *gustar*, *quedar*, *faltar* etc

Tick	No tick	Note
Me gusta (✓) leer (✓)		
Me gusto *(no tick)* leer (✓)		
Me quedan (✓) diez euros		

Impersonal *se*

Tick	No tick	Note
Se puede (✓)		
Se habla español (✓)		

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Impersonal

Hay (✓) patatas		
Es (✓) interesante		

With negative

Tick	No tick	Note
No comen (✓)		

Sequence of tenses

Tick	No tick	Note
Fui (✓) al cine y me gustó (✓) la película	Fui (✓) al cine y me gustaría *(no tick)* la película	If sequence is incorrect, **both** verbs cannot be rewarded

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 personal *a*

Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		personal *a* is required for *lavar* to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of *con* means that *lavar* cannot receive a tick

Correct verb within meaningless statement

Tick	No tick	Note
El camino es (✓) largo	El camino es (*no tick*) inteligente	Do not reward correct verb in a meaningless statement

(b) Imperative

Tick	No tick	Note
¡Ven! (✓)		
¡Oiga! (✓)		

(c) Interrogative

Tick	No tick	Note
¿Vienes? (✓) / Vienes. (✓)		question mark not required for mark to be awarded
(¿)Vas (✓) a venir(?) (✓)		
(¿)Cómo estás(?) (✓)		

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(d) Infinitive

Tick	No tick	Note
Quiero (✓) salir (✓)		
No quiera (*no tick*) salir (✓)		
Quiero (✓) salire (*no tick*)		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé *(no tick)* llorar (✓)		

(e) Participle (past or present)

Tick	No tick	Note
Terminado el programa (✓)		
Siendo estudiante (✓)		

(f) Reward only the first occurrence of a verb, e.g.

- Me gusta (✓) la natación. También me gusta (*no tick*) el tenis
- Me gusta (✓) la natación. No me gusta (*no tick*) el tenis

However,

- Yo prefiero (✓) la natación y mi hermano prefiere (✓) el tenis – 2 different persons of the verb
- Mi hermano prefiere (✓) la natación y mi hermana prefiere (*no tick*) el tenis – both third person usage
- Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede (*no tick*) nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time

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3.3 – award a mark out of 12 for Other linguistic features

Generic mark scheme for Other linguistic features (Question 3):

(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).

(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.

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Grade descriptors for Other linguistic features (Question 3)	
11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

^^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.

(i) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- 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 *politesses* in the letter.

[Total marks for Other linguistic features: 12]

[Total for Question 3: 30 marks]

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Appendix I

Note on using mark schemes with Grade descriptors

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

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

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

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

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

Note on irrelevant material

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

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

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

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	El año que viene voy a España = 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**	
	He passado las vacaciones = 2 for communication *E pasado las vacaciones* = 2 for communication *Mi madre necessita mi ayuda* = 2 for communication *Nececito ir a la tienda* = 2 for communication *He apprendido mucho* = 2 for communication *Mi tía tienne un club* = 2 for communication *He organisado una fiesta* = 2 for communication *Boy a ir al centro* = 2 for communication *El proffesor es grande* = 2 for communication	(*Empezó a juego* = 1 for communication – *juego* is not phonetic) *Yo quierro jugar al fútbol* = 0 for communication (double 'r' is not a phonetic rendering of single 'r') *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l')

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(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 *estuve alli* = 2, *tambien fue* = 2, *es fantastico* = 2), <u>except</u> in the following cases**	
	For 2 communication marks, **insist** on the accent on verbs which require it	*Yo comi* = 1 for communication (as an attempted preterite tense) *Esperabamos* = 1 for communication (as an attempted imperfect tense)
	For 2 communication marks, tolerate a grave accent for an acute accent	*Yo comì* = 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)**	
	Mi amigo dijo que tenía dolor de cabeza = 2 for communication (in addition both verbs can receive a tick) *Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick)	However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick) *Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	Creía que estaba enfermo = 2 for communication (in addition both verbs receive a tick)	However: *Creía que llueve* = 1 for communication (see B (vii)) *Creía que tenía enfermo* = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick)
(vii)	**Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks**	
	No creo que haya muchas personas allí = 2 for communication (plus both verbs receive a tick) *No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick)	

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

(i)	**The candidate has produced a correct spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	He vender el libro = 1 for communication *La gente están contenta* = 1 for communication *Yo trabaje durante las vacaciones* = 1 for communication *Yo voy pasaré* = 1 for communication	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? **Candidate writes:** *Quiero comeré la fruta* = 1 for communication	*Quiero* = tick for verb
	Task: what will you do next year? **Candidate writes:** *El año <u>pasado</u> voy a España* = 1 for communication *El año <u>pasado</u> voy a viajar en España* = 1 for communication *El año <u>que viene</u> yo iba a España* = 1 for communication *El año que viene me gusto jugar al tenis* = 1 for communication	*…voy a…* verb is not rewarded as there is no future context (eg *El año que viene*…) <u>and</u> there is discordance/confusion between the verb and the time indicator that the candidate has used *…voy a viajar…* scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required *…iba…* verb does not receive a tick *…me gusto…* verb does not receive a tick
	El año que viene yo vaya al centro = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive))	*El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*)
(ii)	**The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark**	
	Task: what did you enjoy doing on holiday? **Candidate writes:** *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb)	*Me gutsa (el tenis) (gutsa* is not any form/part/tense (nor a phonetic version thereof) of the verb *gusta)*
	Task: what happened at school today? **Candidate writes:** *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part/tense (*aprendo*) of an appropriate verb)	*Apriendo mucho* = 0 for communication (*apriendo* is not any form/part/tense (nor a phonetic version thereof) of the verb *aprender*)

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(iii)	**Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark**	
	Soy en acuerdo con el proyecto = 1 *Soy esperando tu carta* = 1 *Era con su hijo* = 1 *Mis hermanas son en la casa* = 1 *Estaba una experiencia maravillosa* = 1 *Estoy un buen estudiante* = 1 *Tu carta está interesante* = 1 *Estará una buena idea* = 1	
(iv)	**Mis-use of *haber, hacer*, *tener* and *ser/estar* in idiomatic phrases/simple descriptions: award 1 communication mark**	
	Era/Estaba miedo = 1 *Era/Estaba sed* = 1 *Era/Estaba hambre* = 1 *Era/Estaba cinco años* = 1 *Estaba muy frío en mi casa* = 1 *¿Está playas cerca de tu ciudad?* = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) **However:** *Ella es el pelo negro* = 0 *Tenía cansado* = 0 *Tenía enfermo* = 0
(v)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *Miré un accidente* for *Vi un accidente* *Yo gusta la música* for *Me gusta la música* *Escuché un ruido* for *Oí un ruido* *En Madrid hay calor* for *En Madrid hace calor*	**Refuse** *Tenía un tiempo muy bueno* for *Lo pasé bien* *He mirado para mi chaqueta* for *He buscado mi chaqueta*
(vi)	**The following commonly seen mis-usages: award 1 communication mark**	
	Me gusto mi casa *Me prefiero los gatos* *Me vivo en el centro* *Me llamo es (Ana)*	*Me llama es (Ana)* = 0 as nothing of worth is communicated *Me llama (Ana)* 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))	
	Mi amigo dijo que tiene dolor de cabeza = 1 for communication	The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	Creía que llueve = 1 for communication	The subordinate clause, *que llueve,* 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)

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C <u>QUESTIONS 2 AND 3</u>: Award 0 communication marks in the following cases.

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

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