



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**SPANISH**

**0530/04**

Paper 4 Writing

**For examination from 2017**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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

This document consists of **20** printed pages.

## © UCLES 2016 1 General Marking Principles

### 1.1 Crossing out:

- If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- If a candidate crosses out an answer to a whole question 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:

- there is an indication from the candidate that other material should be considered
- the candidate has continued their answer outside the space provided
- there is no answer in the space provided.

### 1.3 Annotation used in the Mark Scheme:

- tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- 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

#### 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 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, only the candidate's best result will be aggregated.

Question	Answer	Marks
<b>Question 1</b>	<p>Candidates are required to list 8 items in Spanish. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) <b>If the candidate offers more than one word per line, award a mark for each acceptable item</b> (e.g. where candidate has linked two words as in <i>cepillo de dentífrica</i> = 1 tick; however <i>cepillo y dentífrica</i> (candidate intends this as two items) = 2 ticks).</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> <li>• ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</li> <li>• Look-alike test: does what the candidate has written look like the correct answer e.g. one letter missing but no other word created.</li> <li>• If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).</li> <li>• Where letters are transposed, the word is likely to communicate (unless another word has been created).</li> </ul> <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> <li>• <i>pantalones, pantalones cortos</i>: award one mark to each item</li> <li>• <i>pantalones pequeños, pantalones azules</i>: award one mark for the first <i>pantalones</i>.</li> </ul> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>	

Question	Answer		Marks
1	<i>Pasas el día en el centro de la ciudad. ¿Adónde vas? Haz una lista <u>en español</u> de <u>8</u> lugares.</i>		<b>5</b>
	ayuntamiento	hotel	
	banco	iglesia	
	biblioteca	jardín	
	castillo	mercado	
	catedral	museo	
	centro commercial	oficina de turismo	
	cine	piscina	
	comisaría	plaza	
	correos	polideportivo	
	escuela	puente	
	estación (de trenes/de autobuses)	restaurante	
	estadio	teatro	
	garaje	tienda	
	hospital	zoo	
<b>Total for Question 1: 5 marks</b>			

Question	Answer	Marks
<b>Question 2</b>	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows.</p> <ul style="list-style-type: none"><li>• <b>Communication: award a mark out of 10, according to the instructions in 2.1.</b></li><li>• <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></li></ul>	

Question	Answer	Marks
2	<p><b><i>Hoy no tienes que ir al colegio. Escribe en tu blog.</i></b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> <li>• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).</li> </ul> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> <li>• <b>Look for a verb (finite or infinitive) before awarding a mark.</b> Lists without a verb will not score.</li> <li>• <b>For language other than verbs, use ‘rules’ in Question 1:</b> look alike, sound alike, etc.</li> <li>• <b>Misplaced adjectives, negatives and adverbs will not usually compromise communication.</b></li> </ul> <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> <li>• <i>Ella es alta y delgada y grande y nerviosa (1 verb, therefore treat as list of 4 items: place one tick over ‘grande’ (third item in list) and another tick over ‘nerviosa’ (fourth item in list))</i></li> <li>• <i>Ella es alta. Es delgada. Tiene el pelo moreno. (3 verbs therefore each piece of information can score a separate communication mark)</i></li> </ul> <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.</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>	15

Question	Answer		Marks
	Tick	Accept	
	✓1	<b>Menciona las actividades que vas a hacer hoy</b> <b>REWARD:</b> any activities: e.g. hobbies, chores, homework, sports, visits, inactivity etc.	
	✓2	<b>Menciona lo que hay para los jóvenes en tu pueblo/ciudad</b> <b>REWARD:</b> any activity / place / reference to there not being much to do	
	✓3	<b>Menciona con quién prefieres pasar tus días libres, y por qué</b> <b>REWARD:</b> any person or pet or statement that the candidate prefers to spend free time by him/herself <b>REWARD:</b> reason why, even if it is not clear who they want to spend their free time with	
	✓4	<b>Menciona adónde vas cuando sales por la noche</b> <b>REWARD:</b> any (implied) place / reference to not going out in the evening.	

Question	Answer	Marks
<b>2.2: Award a mark out of 5 for Language</b>		
Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with grade descriptors</i> (last page of the mark scheme)).		
<b>Grade descriptors for Language (Question 2)</b>		
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.	
*Consider the whole answer when awarding mark for language		
<b>Total for Communication: 10 marks</b> <b>Total for Language: 5 marks</b> <b>Total for Question 2: 15 marks</b>		



Question	Answer	Marks						
<b>Question 3</b>	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication: award a mark out of 10, according to the instructions in 3.1</b></li> <li>• <b>Language: award a mark out of 8 for Verbs, according to the instructions in 3.2</b> award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.</li> </ul> <p><b>For question-specific guidance, see later in this mark scheme.</b></p> <p><b><u>3.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).</p> <table border="1" data-bbox="145 754 1982 911"> <tbody> <tr> <td data-bbox="145 754 264 807"><b>2 ticks</b></td> <td data-bbox="264 754 1982 807">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="145 807 264 860"><b>1 tick</b></td> <td data-bbox="264 807 1982 860">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="145 860 264 911"><b>0 ticks</b></td> <td data-bbox="264 860 1982 911">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) <b>Look for a verb (finite or infinitive) before awarding a mark for communication.</b></p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p>	<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	<b>0 ticks</b>	Nothing of worth communicated.	
<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.							
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
<b>0 ticks</b>	Nothing of worth communicated.							

Question	Answer	Marks
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**3.2: Award a mark out of 8 for accurate use of Verbs**

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.**

- (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

Question	Answer	Marks
<b>How to award ticks for accurate use of Verbs (Question 3):</b>		
<p><b>(a) Subject (noun or pronoun) + any finite verb</b></p> <ul style="list-style-type: none"> <li>• both subject and verb must be correct for the verb to score a tick</li> <li>• verb must be in the appropriate tense to score a tick</li> <li>• accents on verbs must be correct in order for a tick to be awarded</li> <li>• do not tick verbs contained in the ‘letter etiquette’: appropriate beginnings and endings to letters are considered for reward under Other linguistic features.</li> </ul>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>Use of gerund</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>Reflexive/passive</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Él se levanta (✓)	Él levántase ( <i>no tick</i> )	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo ( <i>no tick</i> ) el coche	<i>lavar</i> should not be used reflexively in this statement

Question	Answer	Marks
<b>Impersonal verbs such as <i>gustar, quedar, faltar</i> etc.</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Me gusta (✓) leer (✓)		
Me gusto ( <i>no tick</i> ) leer (✓)		
Me quedan (✓) diez euros		
<b>Impersonal se</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Se puede (✓)		
Se habla español (✓)		
<b>Impersonal</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Hay (✓) patatas		
Es (✓) interesante		
<b>With negative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
No comen (✓)		
<b>Sequence of tenses</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Fui (✓) al cine y me gustó (✓) la película	Fui (✓) al cine y me gustaría ( <i>no tick</i> ) la película	If sequence is incorrect, <b>both</b> verbs cannot be rewarded

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

Question	Answer	Marks
<b>(b) Imperative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
¡Ven! (✓)		
¡Oiga! (✓)		
<b>(c) Interrogative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
¿Vienes? (✓) / Vienes. (✓)		question mark not required for mark to be awarded
(¿) Vas (✓) a venir(?) (✓)		
(¿) Cómo estás(?) (✓)		
<b>(d) Infinitive</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Quiero (✓) salir (✓)		
No quiera ( <i>no tick</i> ) salir (✓)		
Quiero (✓) salire ( <i>no tick</i> )		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé ( <i>no tick</i> ) llorar (✓)		

Question	Answer	Marks
<b>(e) Participle (past or present)</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Terminado el programa (✓)		
Siendo estudiante (✓)		
<b>(f) Reward only the first occurrence of a verb, e.g.</b>		
<ul style="list-style-type: none"> <li>• Me gusta (✓) la natación. También me gusta (<i>no tick</i>) el tenis</li> <li>• Me gusta (✓) la natación. No me gusta (<i>no tick</i>) el tenis</li> </ul>		
<b>However,</b>		
<ul style="list-style-type: none"> <li>• Yo prefiero (✓) la natación y mi hermano prefiere (✓) el tenis – 2 different persons of the verb</li> <li>• Mi hermano prefiere (✓) la natación y mi hermana prefiere (<i>no tick</i>) el tenis – both third person usage</li> <li>• Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede (<i>no tick</i>) nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time</li> </ul>		
<b>3.3: Award a mark out of 12 for Other linguistic features</b>		
(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) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:		
<ul style="list-style-type: none"> <li>• Subordinate clauses, including porque and que (relative pronouns). Indirect or reported speech (dijo que, creo que). Time clauses with cuando, mientras que etc. and si (= if)</li> <li>• Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns</li> <li>• Conjunctions other than y and linking words (e.g. sin embargo, por lo tanto, por eso)</li> <li>• Prepositions – Time, Place etc.</li> <li>• Negatives</li> <li>• Adverbs</li> <li>• Use of por and para</li> <li>• Adjectives, including possessives and demonstratives. Also comparatives and superlatives</li> <li>• Expressions of quantity</li> <li>• Appropriate use of <i>politeness</i> in the letter.</li> </ul>		

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

^^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.

**Total for Communication: 10 marks**  
**Total for Verbs: 8 marks**  
**Total for Other linguistic features: 12 marks**  
**Total for Question 3: 30 marks**



Question	Answer	Marks																		
3(a)	<p><b><i>Vas a un concierto en tu instituto. Escribe una carta a tu amigo/a.</i></b></p> <p><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above.</u></b></p> <table border="1" data-bbox="300 336 1930 1206"> <thead> <tr> <th data-bbox="300 336 398 387">Tick</th> <th data-bbox="398 336 1823 387">Accept</th> <th data-bbox="1823 336 1930 387">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 387 398 512">✓1</td> <td data-bbox="398 387 1823 512"> <b>When the concert is</b>  Allow any future time, e.g. date(s), day, time, timescale (e.g. summer holidays) </td> <td data-bbox="1823 387 1930 512">2</td> </tr> <tr> <td data-bbox="300 512 398 668">✓2</td> <td data-bbox="398 512 1823 668"> <b>Why the candidate has decided to go to the concert</b>  Allow any sensible reason  The reason can be expressed in a number of tenses </td> <td data-bbox="1823 512 1930 668">2</td> </tr> <tr> <td data-bbox="300 668 398 825">✓3</td> <td data-bbox="398 668 1823 825"> <b>The type of music the candidate prefers</b>  Allow anything sensible  Could be type of music, artist, particular piece of music/song, album </td> <td data-bbox="1823 668 1930 825">2</td> </tr> <tr> <td data-bbox="300 825 398 1016">✓4</td> <td data-bbox="398 825 1823 1016"> <b>What happened the last time the candidate attended a concert</b>  Insist on past tense  Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc. </td> <td data-bbox="1823 825 1930 1016">2</td> </tr> <tr> <td data-bbox="300 1016 398 1206">✓5</td> <td data-bbox="398 1016 1823 1206"> <b>Fifth communication mark to be awarded for extra detail on: What happened the last time the candidate attended a concert</b>  Insist on past tense  Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc. </td> <td data-bbox="1823 1016 1930 1206">2</td> </tr> </tbody> </table> <p><b><u>3.2 Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</u></b></p> <p><b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</u></b></p>	Tick	Accept	Mark	✓1	<b>When the concert is</b> Allow any future time, e.g. date(s), day, time, timescale (e.g. summer holidays)	2	✓2	<b>Why the candidate has decided to go to the concert</b> Allow any sensible reason The reason can be expressed in a number of tenses	2	✓3	<b>The type of music the candidate prefers</b> Allow anything sensible Could be type of music, artist, particular piece of music/song, album	2	✓4	<b>What happened the last time the candidate attended a concert</b> Insist on past tense Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc.	2	✓5	<b>Fifth communication mark to be awarded for extra detail on: What happened the last time the candidate attended a concert</b> Insist on past tense Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc.	2	30
Tick	Accept	Mark																		
✓1	<b>When the concert is</b> Allow any future time, e.g. date(s), day, time, timescale (e.g. summer holidays)	2																		
✓2	<b>Why the candidate has decided to go to the concert</b> Allow any sensible reason The reason can be expressed in a number of tenses	2																		
✓3	<b>The type of music the candidate prefers</b> Allow anything sensible Could be type of music, artist, particular piece of music/song, album	2																		
✓4	<b>What happened the last time the candidate attended a concert</b> Insist on past tense Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc.	2																		
✓5	<b>Fifth communication mark to be awarded for extra detail on: What happened the last time the candidate attended a concert</b> Insist on past tense Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc.	2																		

Question	Answer	Marks																		
3(b)	<p><i>Con tus amigos has formado una Asociación de Alumnos en vuestro colegio. Escribe un artículo para la revista del colegio.</i></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above.</b></p> <table border="1" data-bbox="302 371 1928 1102"> <thead> <tr> <th data-bbox="302 371 394 422">Tick</th> <th data-bbox="394 371 1825 422">Accept</th> <th data-bbox="1825 371 1928 422">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="302 422 394 547">✓1</td> <td data-bbox="394 422 1825 547"> <b>Why the student council is necessary</b>  Allow any sensible reason </td> <td data-bbox="1825 422 1928 547">2</td> </tr> <tr> <td data-bbox="302 547 394 671">✓2</td> <td data-bbox="394 547 1825 671"> <b>The candidate’s opinion of the school</b>  Allow anything sensible, positive or negative </td> <td data-bbox="1825 547 1928 671">2</td> </tr> <tr> <td data-bbox="302 671 394 796">✓3</td> <td data-bbox="394 671 1825 796"> <b>Third communication mark</b> to be awarded flexibly for extra detail relating to either of first two bullet points in the question.  Allow anything sensible </td> <td data-bbox="1825 671 1928 796">2</td> </tr> <tr> <td data-bbox="302 796 394 946">✓4</td> <td data-bbox="394 796 1825 946"> <b>Description of recent activities of the student council</b>  Insist on past tense  Allow anything sensible </td> <td data-bbox="1825 796 1928 946">2</td> </tr> <tr> <td data-bbox="302 946 394 1102">✓5</td> <td data-bbox="394 946 1825 1102"> <b>Fifth communication mark</b> to be awarded for extra detail on: <b>Description of recent activities of the student council</b>  Insist on past tense  Allow anything sensible </td> <td data-bbox="1825 946 1928 1102">2</td> </tr> </tbody> </table> <p><b>3.2 Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</b></p> <p><b>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</b></p>	Tick	Accept	Mark	✓1	<b>Why the student council is necessary</b> Allow any sensible reason	2	✓2	<b>The candidate’s opinion of the school</b> Allow anything sensible, positive or negative	2	✓3	<b>Third communication mark</b> to be awarded flexibly for extra detail relating to either of first two bullet points in the question. Allow anything sensible	2	✓4	<b>Description of recent activities of the student council</b> Insist on past tense Allow anything sensible	2	✓5	<b>Fifth communication mark</b> to be awarded for extra detail on: <b>Description of recent activities of the student council</b> Insist on past tense Allow anything sensible	2	30
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3(c)	<p><i>El sábado por la noche no pudiste salir con tus compañeros.</i></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above.</b></p> <table border="1" data-bbox="302 336 1928 1034"> <thead> <tr> <th data-bbox="302 336 394 387">Tick</th> <th data-bbox="394 336 1825 387">Accept</th> <th data-bbox="1825 336 1928 387">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="302 387 394 547">✓1</td> <td data-bbox="394 387 1825 547"> <p><b>Why the candidate couldn't go out with friends</b></p> <p>Award communication mark for statement in past tense of why the candidate could not go out with friends Accept: <i>no pude salir con mis amigos porque estoy enfermo</i> etc.</p> </td> <td data-bbox="1825 387 1928 547">2</td> </tr> <tr> <td data-bbox="302 547 394 707">✓2</td> <td data-bbox="394 547 1825 707"> <p><b>How the candidate felt</b></p> <p>Expect opinions/emotions Do not insist on past tenses</p> </td> <td data-bbox="1825 547 1928 707">2</td> </tr> <tr> <td data-bbox="302 707 394 826">✓3</td> <td data-bbox="394 707 1825 826"> <p><b>Third communication mark</b> to be awarded for extra detail on: <b>How the candidate felt</b></p> <p>Expect opinions/emotions Do not insist on past tenses</p> </td> <td data-bbox="1825 707 1928 826">2</td> </tr> <tr> <td data-bbox="302 826 394 946">✓4</td> <td data-bbox="394 826 1825 946"> <p><b>What the candidate did at home</b></p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p> </td> <td data-bbox="1825 826 1928 946">2</td> </tr> <tr> <td data-bbox="302 946 394 1034">✓5</td> <td data-bbox="394 946 1825 1034"> <p><b>Fifth communication mark</b> to be awarded for extra detail on: <b>What the candidate did at home</b></p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p> </td> <td data-bbox="1825 946 1928 1034">2</td> </tr> </tbody> </table> <p><b>3.2 Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</b></p> <p><b>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</b></p>	Tick	Accept	Mark	✓1	<p><b>Why the candidate couldn't go out with friends</b></p> <p>Award communication mark for statement in past tense of why the candidate could not go out with friends Accept: <i>no pude salir con mis amigos porque estoy enfermo</i> etc.</p>	2	✓2	<p><b>How the candidate felt</b></p> <p>Expect opinions/emotions Do not insist on past tenses</p>	2	✓3	<p><b>Third communication mark</b> to be awarded for extra detail on: <b>How the candidate felt</b></p> <p>Expect opinions/emotions Do not insist on past tenses</p>	2	✓4	<p><b>What the candidate did at home</b></p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p>	2	✓5	<p><b>Fifth communication mark</b> to be awarded for extra detail on: <b>What the candidate did at home</b></p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p>	2	30
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## Appendix I

### Note on using mark schemes with Grade descriptors

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

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

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

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

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

### Note on irrelevant material

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

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