



SPANISH

0530/41

Paper 4 Writing

May/June 2019

MARK SCHEME

Maximum Mark: 50

Published

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.

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

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

PUBLISHED**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
Question 1	<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 dentifrica</i> = 1 tick; however <i>cepillo y dentifrica</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"> • ‘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="349 215 1370 247">¿Dónde vives? Haz una lista en español de 8 cosas que hay en tu barrio.</p> <table border="1" data-bbox="349 284 1137 1508"> <thead> <tr> <th data-bbox="349 284 745 347">ACCEPT</th> <th data-bbox="748 284 1137 347">REFUSE</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 349 745 413">cafetería</td> <td data-bbox="748 349 1137 413">hospital</td> </tr> <tr> <td data-bbox="349 414 745 478">catedral</td> <td data-bbox="748 414 1137 478"></td> </tr> <tr> <td data-bbox="349 480 745 544">centro (comercial)</td> <td data-bbox="748 480 1137 544"></td> </tr> <tr> <td data-bbox="349 545 745 641">colegio colegio</td> <td data-bbox="748 545 1137 641">esquela</td> </tr> <tr> <td data-bbox="349 643 745 738">estación stación</td> <td data-bbox="748 643 1137 738">station</td> </tr> <tr> <td data-bbox="349 740 745 804">farmacia</td> <td data-bbox="748 740 1137 804">pharmacia</td> </tr> <tr> <td data-bbox="349 805 745 869">iglesia</td> <td data-bbox="748 805 1137 869"></td> </tr> <tr> <td data-bbox="349 871 745 967">mercado</td> <td data-bbox="748 871 1137 967">mercado supermercado</td> </tr> <tr> <td data-bbox="349 968 745 1032">mezquita</td> <td data-bbox="748 968 1137 1032"></td> </tr> <tr> <td data-bbox="349 1034 745 1098">panadería</td> <td data-bbox="748 1034 1137 1098"></td> </tr> <tr> <td data-bbox="349 1099 745 1195">Parque parke</td> <td data-bbox="748 1099 1137 1195">parcé</td> </tr> <tr> <td data-bbox="349 1197 745 1260">restaurante ristorante</td> <td data-bbox="748 1197 1137 1260"></td> </tr> <tr> <td data-bbox="349 1262 745 1406">Accept objects such as: arboles, flores, transporte, tráfico, tiendas de...</td> <td data-bbox="748 1262 1137 1406"></td> </tr> <tr> <td data-bbox="349 1407 745 1503">Grupos específicos de personas. E.g. estudiantes</td> <td data-bbox="748 1407 1137 1503">Personas Gente</td> </tr> </tbody> </table>	ACCEPT	REFUSE	cafetería	hospital	catedral		centro (comercial)		colegio colegio	esquela	estación stación	station	farmacia	pharmacia	iglesia		mercado	mercado supermercado	mezquita		panadería		Parque parke	parcé	restaurante ristorante		Accept objects such as: arboles, flores, transporte, tráfico, tiendas de...		Grupos específicos de personas. E.g. estudiantes	Personas Gente	5
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Question	Answer	Marks
<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>Una fiesta en casa</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" data-bbox="349 520 1924 1321"> <thead> <tr> <th data-bbox="349 520 495 584">Tick</th> <th data-bbox="499 520 1924 584">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 587 495 788">✓1</td> <td data-bbox="499 587 1924 788"> <p>Describe cómo se celebra una fiesta típica en tu casa. REWARD: any description of how the candidate celebrates a party at home</p> <p>Mention of home is not required; if they contradict home with a different location then no mark can be credited. Mention of event / party is required.</p> </td> </tr> <tr> <td data-bbox="349 791 495 954">✓2</td> <td data-bbox="499 791 1924 954"> <p>¿Por qué te gusta esta fiesta? REWARD: any statement relating to why the candidate likes the party</p> <p>Accept negatives.</p> </td> </tr> <tr> <td data-bbox="349 957 495 1053">✓3</td> <td data-bbox="499 957 1924 1053"> <p>¿Cuál es tu fiesta preferida del año? REWARD: any statement relating to the candidate's favourite party</p> </td> </tr> <tr> <td data-bbox="349 1056 495 1321">✓4</td> <td data-bbox="499 1056 1924 1321"> <p>¿Cómo sería tu fiesta ideal? Explica por qué REWARD: any statement relating to what the candidate's ideal party would be like and why</p> <p>TASK 1: What the candidate's ideal party would be TASK 2: Explanation of why it is the candidate's ideal party</p> <p>Insist on future reference. A negative on its own fulfils task 1 only.</p> </td> </tr> </tbody> </table>	Tick	Accept	✓1	<p>Describe cómo se celebra una fiesta típica en tu casa. REWARD: any description of how the candidate celebrates a party at home</p> <p>Mention of home is not required; if they contradict home with a different location then no mark can be credited. Mention of event / party is required.</p>	✓2	<p>¿Por qué te gusta esta fiesta? REWARD: any statement relating to why the candidate likes the party</p> <p>Accept negatives.</p>	✓3	<p>¿Cuál es tu fiesta preferida del año? REWARD: any statement relating to the candidate's favourite party</p>	✓4	<p>¿Cómo sería tu fiesta ideal? Explica por qué REWARD: any statement relating to what the candidate's ideal party would be like and why</p> <p>TASK 1: What the candidate's ideal party would be TASK 2: Explanation of why it is the candidate's ideal party</p> <p>Insist on future reference. A negative on its own fulfils task 1 only.</p>	
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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> (last page of mark scheme)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="349 453 1921 1117"> <tbody> <tr> <td data-bbox="349 453 495 619">5</td> <td data-bbox="495 453 1921 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="349 619 495 751">4</td> <td data-bbox="495 619 1921 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="349 751 495 884">3</td> <td data-bbox="495 751 1921 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="349 884 495 984">2</td> <td data-bbox="495 884 1921 984">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="349 984 495 1051">1</td> <td data-bbox="495 984 1921 1051">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="349 1051 495 1117">0</td> <td data-bbox="495 1051 1921 1117">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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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.													

Question	Answer	Marks						
Question 3								
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:								
<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. 								
For question-specific guidance, see later in this mark scheme.								
<u>3.1: Award a mark out of 10 for Communication</u>								
(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).								
<table border="1"> <tbody> <tr> <td data-bbox="235 790 398 861">2 ticks</td> <td data-bbox="398 790 2049 861">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="235 861 398 933">1 tick</td> <td data-bbox="398 861 2049 933">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="235 933 398 997">0 ticks</td> <td data-bbox="398 933 2049 997">Nothing of worth communicated.</td> </tr> </tbody> </table>			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.							
(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.								

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="790 582 1164 651">Number of ticks</th> <th data-bbox="1164 582 1444 651">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="790 651 1164 715">18+</td> <td data-bbox="1164 651 1444 715">8</td> </tr> <tr> <td data-bbox="790 715 1164 778">16,17</td> <td data-bbox="1164 715 1444 778">7</td> </tr> <tr> <td data-bbox="790 778 1164 842">14,15</td> <td data-bbox="1164 778 1444 842">6</td> </tr> <tr> <td data-bbox="790 842 1164 906">12,13</td> <td data-bbox="1164 842 1444 906">5</td> </tr> <tr> <td data-bbox="790 906 1164 970">10,11</td> <td data-bbox="1164 906 1444 970">4</td> </tr> <tr> <td data-bbox="790 970 1164 1034">8,9</td> <td data-bbox="1164 970 1444 1034">3</td> </tr> <tr> <td data-bbox="790 1034 1164 1098">6,7</td> <td data-bbox="1164 1034 1444 1098">2</td> </tr> <tr> <td data-bbox="790 1098 1164 1161">4,5</td> <td data-bbox="1164 1098 1444 1161">1</td> </tr> <tr> <td data-bbox="790 1161 1164 1246">0,1,2,3</td> <td data-bbox="1164 1161 1444 1246">0</td> </tr> </tbody> </table>			Number of ticks	Mark	18+	8	16,17	7	14,15	6	12,13	5	10,11	4	8,9	3	6,7	2	4,5	1	0,1,2,3	0
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Question	Answer	Marks
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 (no tick)	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
With direct and indirect object pronouns		
Tick	No tick	Note
Juan lo vio (✓)		

Question	Answer		Marks
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, etc.</i>			
Tick	No tick	Note	
Me gusta (✓) leer (✓)			
Me gusto (<i>no tick</i>) leer (✓)			
Me quedan (✓) diez euros			
Impersonal se			
Tick	No tick	Note	
Se puede (✓)			
Se habla español (✓)			

Question	Answer		Marks
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			
Sing			
Tick	No tick	Note	
Hemos cantado (✓) y bailado (✓)		Hemos cantado = tick 1; Hemos bailado = tick 2	

Question	Answer		Marks
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	
(b) Imperative			
Tick	No tick	Note	
¡Ven! (✓)			
¡Oiga! (✓)			

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

Question	Answer	Marks
	<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 <p><u>3.3: Award a mark out of 12 for Other linguistic features</u></p> <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>politenesses</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 data-bbox="168 1212 1792 1252">^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives / adverbs, strong negatives usually error free.</p> <p data-bbox="168 1252 1612 1284">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1433 1316 2060 1420" style="text-align: right;">Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks</p>		

Question	Answer	Marks																		
3(a)	<p data-bbox="349 217 1711 248"><i>Una visita a un lugar nuevo. Escribe un e-mail a tu amigo / amiga sobre un lugar que has visitado.</i></p> <p data-bbox="349 284 1433 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="349 351 1861 1082"> <thead> <tr> <th data-bbox="349 351 450 414">Tick</th> <th data-bbox="454 351 1749 414">Accept</th> <th data-bbox="1753 351 1861 414">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 418 450 549">✓1</td> <td data-bbox="454 418 1749 549"> <p data-bbox="465 434 712 466">Describe el lugar.</p> <p data-bbox="465 501 1124 533">A specific place must be mentioned and described.</p> </td> <td data-bbox="1753 418 1861 549">2</td> </tr> <tr> <td data-bbox="349 552 450 683">✓2</td> <td data-bbox="454 552 1749 683"> <p data-bbox="465 568 743 600">¿Cómo fue el viaje?</p> <p data-bbox="465 635 1559 667">Description of the journey – past tense. Mean of transport on its own is not sufficient.</p> </td> <td data-bbox="1753 552 1861 683">2</td> </tr> <tr> <td data-bbox="349 686 450 817">✓3</td> <td data-bbox="454 686 1749 817"> <p data-bbox="465 702 936 734">¿Qué aprendiste sobre este sitio?</p> <p data-bbox="465 769 1572 801">Factual information regarding what the candidate learnt – past tense. Reject opinions.</p> </td> <td data-bbox="1753 686 1861 817">2</td> </tr> <tr> <td data-bbox="349 820 450 951">✓4</td> <td data-bbox="454 820 1749 951"> <p data-bbox="465 836 1012 868">¿Por qué vale la pena visitar este sitio?</p> <p data-bbox="465 903 1196 935">A positive or negative justification about the place visited</p> </td> <td data-bbox="1753 820 1861 951">2</td> </tr> <tr> <td data-bbox="349 954 450 1085">✓5</td> <td data-bbox="454 954 1749 1085"> <p data-bbox="465 970 1249 1002">¿Qué es lo bueno o lo malo de conocer nuevos lugares?</p> <p data-bbox="465 1037 1245 1069">Advantages or disadvantages of getting to know new places</p> </td> <td data-bbox="1753 954 1861 1085">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="465 434 712 466">Describe el lugar.</p> <p data-bbox="465 501 1124 533">A specific place must be mentioned and described.</p>	2	✓2	<p data-bbox="465 568 743 600">¿Cómo fue el viaje?</p> <p data-bbox="465 635 1559 667">Description of the journey – past tense. Mean of transport on its own is not sufficient.</p>	2	✓3	<p data-bbox="465 702 936 734">¿Qué aprendiste sobre este sitio?</p> <p data-bbox="465 769 1572 801">Factual information regarding what the candidate learnt – past tense. Reject opinions.</p>	2	✓4	<p data-bbox="465 836 1012 868">¿Por qué vale la pena visitar este sitio?</p> <p data-bbox="465 903 1196 935">A positive or negative justification about the place visited</p>	2	✓5	<p data-bbox="465 970 1249 1002">¿Qué es lo bueno o lo malo de conocer nuevos lugares?</p> <p data-bbox="465 1037 1245 1069">Advantages or disadvantages of getting to know new places</p>	2	30
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Question	Answer		Marks
3(a)	Communication point	For Verbs, accept:	
	1	Present / Imperfect / Preterite	
	2	Preterite / Imperfect / Pluperfect	
	3	Preterite / Imperfect	
	4	Present / Imperfect / Preterite / Future / Conditional	
	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><i>Ayudar a la gente mayor. Escribe un artículo sobre este tema.</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="349 352 1861 1117"> <thead> <tr> <th data-bbox="349 352 450 416">Tick</th> <th data-bbox="454 352 1749 416">Accept</th> <th data-bbox="1753 352 1861 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 419 450 584">✓1</td> <td data-bbox="454 419 1749 584"> <p>Describe un día que pasaste con una persona mayor.</p> <p>A description of the day. Mention of a person that contradicts an older person then no credit awarded.</p> </td> <td data-bbox="1753 419 1861 584">2</td> </tr> <tr> <td data-bbox="349 587 450 719">✓2</td> <td data-bbox="454 587 1749 719"> <p>¿De qué hablasteis?</p> <p>Mention of what the candidate and older person talked about</p> </td> <td data-bbox="1753 587 1861 719">2</td> </tr> <tr> <td data-bbox="349 722 450 855">✓3</td> <td data-bbox="454 722 1749 855"> <p>Durante una semana típica, ¿cómo ayudas tú a una persona mayor?</p> <p>Details of what the candidate does to help an older person in an average week</p> </td> <td data-bbox="1753 722 1861 855">2</td> </tr> <tr> <td data-bbox="349 858 450 991">✓4</td> <td data-bbox="454 858 1749 991"> <p>Explica por qué los jóvenes deben ayudar a los mayores.</p> <p>An explanation of why young people / a young person must help older people.</p> </td> <td data-bbox="1753 858 1861 991">2</td> </tr> <tr> <td data-bbox="349 994 450 1117">✓5</td> <td data-bbox="454 994 1749 1117"> <p>En tu opinión, ¿cuáles son las ventajas de pasar tiempo con los mayores?</p> <p>An opinion on what the advantages are of spending time with older people</p> </td> <td data-bbox="1753 994 1861 1117">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>Describe un día que pasaste con una persona mayor.</p> <p>A description of the day. Mention of a person that contradicts an older person then no credit awarded.</p>	2	✓2	<p>¿De qué hablasteis?</p> <p>Mention of what the candidate and older person talked about</p>	2	✓3	<p>Durante una semana típica, ¿cómo ayudas tú a una persona mayor?</p> <p>Details of what the candidate does to help an older person in an average week</p>	2	✓4	<p>Explica por qué los jóvenes deben ayudar a los mayores.</p> <p>An explanation of why young people / a young person must help older people.</p>	2	✓5	<p>En tu opinión, ¿cuáles son las ventajas de pasar tiempo con los mayores?</p> <p>An opinion on what the advantages are of spending time with older people</p>	2	30
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Question	Answer		Marks
3(b)	Communication point	For Verbs, accept:	
	1	Preterite / Imperfect / Perfect	
	2	Preterite / Imperfect / Perfect	
	3	Present	
	4	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(c)	<p><i>‘Estaba leyendo un libro cuando encontré una foto con un mensaje...’</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="349 352 1861 1082"> <thead> <tr> <th data-bbox="349 352 450 416">Tick</th> <th data-bbox="454 352 1749 416">Accept</th> <th data-bbox="1753 352 1861 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 419 450 552">✓1</td> <td data-bbox="454 419 1749 552"> <p>¿Qué había en la foto? A description of what was in the photo</p> </td> <td data-bbox="1753 419 1861 552">2</td> </tr> <tr> <td data-bbox="349 555 450 687">✓2</td> <td data-bbox="454 555 1749 687"> <p>¿Cómo te sentiste en ese momento al leer el mensaje? How the candidate felt upon reading the message</p> </td> <td data-bbox="1753 555 1861 687">2</td> </tr> <tr> <td data-bbox="349 691 450 823">✓3</td> <td data-bbox="454 691 1749 823"> <p>Explica por qué. An explanation of why the candidate felt that way</p> </td> <td data-bbox="1753 691 1861 823">2</td> </tr> <tr> <td data-bbox="349 826 450 959">✓4</td> <td data-bbox="454 826 1749 959"> <p>Cuenta lo que hiciste después de leer el mensaje. An account of what the candidate did after reading the message</p> </td> <td data-bbox="1753 826 1861 959">2</td> </tr> <tr> <td data-bbox="349 962 450 1082">✓5</td> <td data-bbox="454 962 1749 1082"> <p>¿Qué vas a hacer con la foto? What the candidate is going to do with the photo</p> </td> <td data-bbox="1753 962 1861 1082">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>¿Qué había en la foto? A description of what was in the photo</p>	2	✓2	<p>¿Cómo te sentiste en ese momento al leer el mensaje? How the candidate felt upon reading the message</p>	2	✓3	<p>Explica por qué. An explanation of why the candidate felt that way</p>	2	✓4	<p>Cuenta lo que hiciste después de leer el mensaje. An account of what the candidate did after reading the message</p>	2	✓5	<p>¿Qué vas a hacer con la foto? What the candidate is going to do with the photo</p>	2	30
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✓5	<p>¿Qué vas a hacer con la foto? What the candidate is going to do with the photo</p>	2																		

Question	Answer		Marks
3(c)	Communication point	For Verbs, accept:	
	1	Imperfect / Preterite / Pluperfect	
	2	Imperfect / Preterite / Perfect	
	3	Imperfect / Preterite / Perfect / Present	
	4	Imperfect / Preterite / Perfect	
	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.

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 = 2 for communication</i> (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</p> <p><i>E pasado las vacaciones</i> = 2 for communication</p> <p><i>Mi madre necessita mi ayuda</i> = 2 for communication</p> <p><i>Nececito ir a la tienda</i> = 2 for communication</p> <p><i>He aprendido mucho</i> = 2 for communication</p> <p><i>Mi tía tienne un club</i> = 2 for communication</p> <p><i>He organizado una fiesta</i> = 2 for communication</p> <p><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)</p> <p><i>Yo quiero jugar al fútbol</i> = 0 for communication (doublé ‘r’ is not a phonetic rendering of single ‘r’)</p> <p><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), <u>except</u> 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)</p> <p><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 <u>inappropriate</u> form / part / tense of an <u>appropriate</u> 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 pasado voy a España</i> = 1 for communication</p> <p><i>El año pasado voy a viajar en España</i> = 1 for communication</p> <p><i>El año que viene yo iba a España</i> = 1 for communication</p> <p><i>El año que viene me gusto jugar al tenis</i> = 1 for communication</p>	<p>...<i>voy a</i>... verb is not rewarded as there is no future context (eg <i>El año que viene...</i>) and 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 <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: <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) 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	
	<i>yo pie al instituto</i> = 0 for communication	
	<i>yo caminata mi perro</i> = 0 for communication	
	<i>llove</i> = 0 for communication <i>yo preferir ir al colegio</i> = 0 for communication	
(ii)	The verb attempted delivers a message different from the desired one = 0 for communication	
	<i>mi padre tiene profesor</i> for <i>mi padre es profesor</i> = 0 for communication <i>llora</i> for <i>llueve</i> = 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	
	<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>)	
	<i>Yo buscé mis gafas</i> = 0 for communication (<i>buscé</i> is not any part of the verb <i>buscar</i>) <i>Me gutsa (el tenis)</i> = 0 for Communication (<i>gutsa</i> is not any part of the verb <i>gustar</i>)	