



Cambridge IGCSE®

SPANISH

0530/04

Paper 4 Writing

For examination from 2020

MARK SCHEME

Maximum Mark: 50

Specimen

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

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
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 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="196 667 228 1939">Pasas el día en el centro de la ciudad. ¿Adónde vas? Haz una lista en <u>español</u> de <u>8</u> lugares.</p> <table border="1" data-bbox="268 309 995 1939"> <tbody> <tr><td>ayuntamiento</td><td>hotel</td></tr> <tr><td>banco</td><td>iglesia</td></tr> <tr><td>biblioteca</td><td>jardín</td></tr> <tr><td>castillo</td><td>mercado</td></tr> <tr><td>catedral</td><td>museo</td></tr> <tr><td>centro commercial</td><td>oficina de turismo</td></tr> <tr><td>cine</td><td>piscina</td></tr> <tr><td>comisaría</td><td>plaza</td></tr> <tr><td>correos</td><td>polideportivo</td></tr> <tr><td>escuela</td><td>punte</td></tr> <tr><td>estación (de trenes/de autobuses)</td><td>restaurante</td></tr> <tr><td>estadio</td><td>teatro</td></tr> <tr><td>garaje</td><td>tienda</td></tr> <tr><td>hospital</td><td>zoo</td></tr> </tbody> </table>	ayuntamiento	hotel	banco	iglesia	biblioteca	jardín	castillo	mercado	catedral	museo	centro commercial	oficina de turismo	cine	piscina	comisaría	plaza	correos	polideportivo	escuela	punte	estación (de trenes/de autobuses)	restaurante	estadio	teatro	garaje	tienda	hospital	zoo	5
ayuntamiento	hotel																													
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estadio	teatro																													
garaje	tienda																													
hospital	zoo																													
Total for Question 1: 5 marks																														

Question	Answer	Marks
Question 2	<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.	

Question	Answer	Marks
2	<p>Hoy no tienes que ir al colegio. Escribes en tu blog.</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 4 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. • 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> <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	Menciona las actividades que vas a hacer hoy REWARD: any activities: e.g. hobbies, chores, homework, sports, visits, inactivity etc.	
	✓2	Menciona lo que hay para los jóvenes en tu pueblo/ciudad REWARD: any activity / place / reference to there not being much to do	
	✓3	Menciona con quién prefieres pasar tus días libres, y por qué REWARD: any person or pet or statement that the candidate prefers to spend free time by him/herself REWARD: reason why, even if it is not clear who they want to spend their free time with	
	✓4	Menciona adónde vas cuando sales por la noche REWARD: any (implied) place / reference to not going out in the evening.	

Question	Answer	Marks												
2.2: Award a mark out of 5 for Language	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)).													
Grade descriptors for Language (Question 2)	<table border="1"> <tbody> <tr> <td data-bbox="448 2018 480 2103">5</td> <td data-bbox="448 387 592 2007">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="608 2018 639 2103">4</td> <td data-bbox="608 387 719 2007">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="735 2018 767 2103">3</td> <td data-bbox="735 387 839 2007">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="855 2018 887 2103">2</td> <td data-bbox="855 387 887 2007">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="903 2018 935 2103">1</td> <td data-bbox="903 387 935 2007">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="951 2018 983 2103">0</td> <td data-bbox="951 387 983 2007">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table>	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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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														
	Total for Communication: 10 marks													
	Total for Language: 5 marks													
	Total for Question 2: 15 marks													

Question	Answer	Marks						
Question 3	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1 • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2 award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. <p>For question-specific guidance, see later in this mark scheme.</p> <p>3.1: Award a mark out of 10 for Communication</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="756 255 911 2103"> <tbody> <tr> <td data-bbox="756 1973 804 2103">2 ticks</td> <td data-bbox="756 255 804 1973">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="804 1973 852 2103">1 tick</td> <td data-bbox="804 255 852 1973">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="852 1973 900 2103">0 ticks</td> <td data-bbox="852 255 900 1973">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Look for a verb (finite or infinitive) before awarding a mark for communication.</p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p>	2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.	
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.							

Question	Answer	Marks																				
3.2: Award a mark out of 8 for accurate use of Verbs	<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).</p> <p>(ii) Place the tick so that is does not obscure the accent/tilde.</p> <p>(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" data-bbox="651 689 1166 1592"> <thead> <tr> <th>Number of ticks</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>18+</td> <td>8</td> </tr> <tr> <td>16,17</td> <td>7</td> </tr> <tr> <td>14,15</td> <td>6</td> </tr> <tr> <td>12,13</td> <td>5</td> </tr> <tr> <td>10,11</td> <td>4</td> </tr> <tr> <td>8,9</td> <td>3</td> </tr> <tr> <td>6,7</td> <td>2</td> </tr> <tr> <td>4,5</td> <td>1</td> </tr> <tr> <td>0,1,2,3</td> <td>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	
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
<p>How to award ticks for accurate use of Verbs (Question 3):</p> <p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • both subject and verb must be correct for the verb to score a tick • verb must be in the appropriate tense to score a tick • accents on verbs must be correct in order for a tick to be awarded • do not tick verbs contained in the ‘letter etiquette’: appropriate beginnings and endings to letters are considered for reward under Other linguistic features. 		
Tick	No tick	Note
Yo soy (✓)		
He hecho (✓)		
Los profesores son (✓) amables	Los profesores son amables (<i>no tick</i>)	incorrect subject means tick cannot be awarded for verb
Use of gerund		
Tick	No tick	Note
Estoy escribiendo (✓)		Continuous forms of <i>estar</i> and gerund are awarded 1 tick
Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks
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

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

Question	Answer		Marks
Single auxiliary with multiple past participles			
Tick	No tick	Note	
Hemos cantado (✓) y bailado (✓)		Hemos cantado = tick 1; Hemos bailado = tick 2	
Verb which requires preposition			
Tick	No tick	Note	
Ayudo (✓) a lavar (✓) el coche			
Ayudo (✓) lavar el coche		preposition is required for <i>lavar</i> to be awarded a tick	
Ayudo (✓) con lavar el coche		incorrect use of <i>con</i> means that <i>lavar</i> cannot receive a tick	
Verb which requires personal a			
Tick	No tick	Note	
Veo (✓) a mi amigo		personal <i>a</i> is required for <i>veo</i> to be awarded a tick	
Veo (no tick) mi amigo			
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	

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

Question	Answer		Marks
(e) Participle (past or present)			
Tick	No tick	Note	
Terminado el programa (✓)			
Siendo estudiante (✓)			
<p>(f) Reward only the first occurrence of a verb, e.g.</p> <ul style="list-style-type: none"> • Me gusta (✓) la natación. También me gusta (<i>no tick</i>) el tenis • Me gusta (✓) la natación. No me gusta (<i>no tick</i>) el tenis <p>However,</p> <ul style="list-style-type: none"> • Yo prefiero (✓) la natación y mi hermano prefiere (✓) el tenis – 2 different persons of the verb • Mi hermano prefiere (✓) la natación y mi hermana prefiere (<i>no tick</i>) el tenis – both third person usage • Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede (<i>no tick</i>) nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time <p>3.3: Award a mark out of 12 for Other linguistic features</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) 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>politeness</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. 	
^{^^} 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><i>Vas a un concierto en tu instituto. Escribe una carta a tu amigo/a.</i></p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p>	30																		
	<table border="1"> <thead> <tr> <th data-bbox="231 1848 263 1951">Tick</th> <th data-bbox="231 414 263 1848">Accept</th> <th data-bbox="231 297 263 414">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="263 1848 295 1951">✓1</td> <td data-bbox="263 414 295 1848"> <p>When the concert is Allow any future time, e.g. date(s), day, time, timescale (e.g. summer holidays)</p> </td> <td data-bbox="263 297 295 414">2</td> </tr> <tr> <td data-bbox="295 1848 327 1951">✓2</td> <td data-bbox="295 414 327 1848"> <p>Why the candidate has decided to go to the concert Allow any sensible reason The reason can be expressed in a number of tenses</p> </td> <td data-bbox="295 297 327 414">2</td> </tr> <tr> <td data-bbox="327 1848 359 1951">✓3</td> <td data-bbox="327 414 359 1848"> <p>The type of music the candidate prefers Allow anything sensible Could be type of music, artist, particular piece of music/song, album</p> </td> <td data-bbox="327 297 359 414">2</td> </tr> <tr> <td data-bbox="359 1848 391 1951">✓4</td> <td data-bbox="359 414 391 1848"> <p>What happened the last time the candidate attended a concert 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.</p> </td> <td data-bbox="359 297 391 414">2</td> </tr> <tr> <td data-bbox="391 1848 422 1951">✓5</td> <td data-bbox="391 414 422 1848"> <p>Fifth communication mark to be awarded for extra detail on: What happened the last time the candidate attended a concert 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.</p> </td> <td data-bbox="391 297 422 414">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>When the concert is Allow any future time, e.g. date(s), day, time, timescale (e.g. summer holidays)</p>	2	✓2	<p>Why the candidate has decided to go to the concert Allow any sensible reason The reason can be expressed in a number of tenses</p>	2	✓3	<p>The type of music the candidate prefers Allow anything sensible Could be type of music, artist, particular piece of music/song, album</p>	2	✓4	<p>What happened the last time the candidate attended a concert 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.</p>	2	✓5	<p>Fifth communication mark to be awarded for extra detail on: What happened the last time the candidate attended a concert 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.</p>	2	
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✓2	<p>Why the candidate has decided to go to the concert Allow any sensible reason The reason can be expressed in a number of tenses</p>	2																		
✓3	<p>The type of music the candidate prefers Allow anything sensible Could be type of music, artist, particular piece of music/song, album</p>	2																		
✓4	<p>What happened the last time the candidate attended a concert 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.</p>	2																		
✓5	<p>Fifth communication mark to be awarded for extra detail on: What happened the last time the candidate attended a concert 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.</p>	2																		
	<p>3.2 Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p>																			
	<p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>																			

Question	Answer		Marks																		
3(b)	<p data-bbox="196 331 260 1939"><i>Con tus amigos has formado una Asociación de Alumnos en vuestro colegio. Escribe un artículo para la revista del colegio.</i></p> <p data-bbox="300 853 331 1939">3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="371 309 1098 1939"> <thead> <tr> <th data-bbox="371 1850 424 1939">Tick</th> <th data-bbox="371 421 424 1850">Accept</th> <th data-bbox="371 309 424 421">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="424 1850 544 1939">✓1</td> <td data-bbox="424 421 544 1850"> <p data-bbox="435 1312 467 1839">Why the student council is necessary</p> <p data-bbox="507 1491 539 1839">Allow any sensible reason</p> </td> <td data-bbox="424 309 544 421">2</td> </tr> <tr> <td data-bbox="544 1850 663 1939">✓2</td> <td data-bbox="544 421 663 1850"> <p data-bbox="555 1312 587 1839">The candidate's opinion of the school</p> <p data-bbox="627 1256 659 1839">Allow anything sensible, positive or negative</p> </td> <td data-bbox="544 309 663 421">2</td> </tr> <tr> <td data-bbox="663 1850 783 1939">✓3</td> <td data-bbox="663 421 783 1850"> <p data-bbox="675 450 738 1839">Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question.</p> <p data-bbox="746 1525 778 1839">Allow anything sensible</p> </td> <td data-bbox="663 309 783 421">2</td> </tr> <tr> <td data-bbox="783 1850 943 1939">✓4</td> <td data-bbox="783 421 943 1850"> <p data-bbox="794 1088 826 1839">Description of recent activities of the student council</p> <p data-bbox="866 1581 898 1839">Insist on past tense</p> <p data-bbox="906 1525 938 1839">Allow anything sensible</p> </td> <td data-bbox="783 309 943 421">2</td> </tr> <tr> <td data-bbox="943 1850 1098 1939">✓5</td> <td data-bbox="943 421 1098 1850"> <p data-bbox="954 506 1018 1839">Fifth communication mark to be awarded for extra detail on: Description of recent activities of the student council</p> <p data-bbox="1026 1581 1058 1839">Insist on past tense</p> <p data-bbox="1066 1525 1098 1839">Allow anything sensible</p> </td> <td data-bbox="943 309 1098 421">2</td> </tr> </tbody> </table> <p data-bbox="1137 797 1169 1939">3.2 Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p data-bbox="1209 730 1241 1939">3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>		Tick	Accept	Mark	✓1	<p data-bbox="435 1312 467 1839">Why the student council is necessary</p> <p data-bbox="507 1491 539 1839">Allow any sensible reason</p>	2	✓2	<p data-bbox="555 1312 587 1839">The candidate's opinion of the school</p> <p data-bbox="627 1256 659 1839">Allow anything sensible, positive or negative</p>	2	✓3	<p data-bbox="675 450 738 1839">Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question.</p> <p data-bbox="746 1525 778 1839">Allow anything sensible</p>	2	✓4	<p data-bbox="794 1088 826 1839">Description of recent activities of the student council</p> <p data-bbox="866 1581 898 1839">Insist on past tense</p> <p data-bbox="906 1525 938 1839">Allow anything sensible</p>	2	✓5	<p data-bbox="954 506 1018 1839">Fifth communication mark to be awarded for extra detail on: Description of recent activities of the student council</p> <p data-bbox="1026 1581 1058 1839">Insist on past tense</p> <p data-bbox="1066 1525 1098 1839">Allow anything sensible</p>	2	30
Tick	Accept	Mark																			
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Question	Answer		Marks
3(c)	<p><i>El sábado por la noche no pudiste salir con tus compañeros.</i></p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p>		30
	Tick	Accept	Mark
	✓1	<p>Why the candidate couldn't go out with friends</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>How the candidate felt</p> <p>Expect opinions/emotions Do not insist on past tenses</p>	2
	✓3	<p>Third communication mark to be awarded for extra detail on: How the candidate felt</p> <p>Expect opinions/emotions Do not insist on past tenses</p>	2
	✓4	<p>What the candidate did at home</p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p>	2
	✓5	<p>Fifth communication mark to be awarded for extra detail on: What the candidate did at home</p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p>	2
	<p>3.2 Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p>		
	<p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>		

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.