
**GCSE
SPANISH
8698/WF+WH**

F+H

Paper 4 Writing (Foundation and Higher)

Specimen mark scheme

June 2018

v1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Question 01

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	Hay una familia en el campo.	Soy una familia en el campo	Familia photo	[2 marks]
01.2	Hace buen tiempo y sol.	Tiene sol	Bueno	[2 marks]
01.3	Beben refrescos y comen bocadillos.	Comida y bebida	Me gusta beber	[2 marks]
01.4	Un chico monta en bici.	Chico bici	Chico en bike	[2 marks]

Question 02

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier..

Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

Me gusta escuchar música. Mi grupo favorito se llama One Direction. Juego al tenis y practico la natación. No voy mucho al cine porque las entradas son caras. Prefiero la comida china y hay un buen restaurante cerca de mi casa. (41 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

1	I have a computer in my bedroom.	Tengo un ordenador / una computadora en mi dormitorio / mi habitación / mi cuarto.
2	I watch the television with my sister.	Veo / Miro la televisión / la tele con mi hermana.
3	We eat breakfast at eight o'clock.	Tomamos el desayuno / Desayunamos a las ocho / 8.
4	I want to have a shower because it uses less water.	Quiero ducharme / Me quiero duchar / Quiero tomar una ducha porque usa / utiliza / uso / utilizo menos agua.
5	We went to the park last Sunday.	Fuimos al parque / Anduvimos al parque el domingo pasado.

Other reasonable alternative translations will also be accepted.

Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

Student 1

1. Tengo un ordenador en mi habitacion.
2. Veo la télé con mi hermana.
3. Comemos el desayuno a las 8.
4. Me quero duchar por que uso menos agua.
5. Fuegos el parque el pasado domingo.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **4 marks**

All key messages are conveyed, albeit with some slips with accents, spellings, vocabulary and verb formations. As such, the response is generally, rather than highly accurate.

Student 2

1. Tengo un ordenador en mi habitación.
2. Veo la tele con mi hermano.
3. Tomamos el desayuno a las ocho.
4. Quiero bañarme porque utiliza menos agua.
5. Fuimos al parque el domingo pasado.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **5 marks**

Nearly all the key messages are conveyed (confusion of brother / sister and bathing / showering causes some lack of clarity). Nevertheless, the piece is highly accurate with a very good knowledge of vocabulary and structures (just 2 words incorrect out of 30).

Student 3

1. Hay un computador en mis habatacion.
2. Veo television con mis hermaña.
3. Comer breako ocho.
4. Me duchar porque es no agua.
5. Fuemos al parke pasado sabado.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Most key messages are conveyed (The verb is wrong in Task 1 but the concept is conveyed, Task 3 is almost completely wrong, some of task 4 is discernible, there are spelling errors and the day is wrong in Task 5). The response is generally inaccurate with limited knowledge of vocabulary and structures.

Student 4

1. Tengo computer en dormitorio.
2. Television con hermana.
3. El desayuno las 8.
4.aqua
5. Parque domingo

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **1 mark**

Some key messages are conveyed but there is a very limited knowledge of vocabulary and the response is highly inaccurate, with just one verb used throughout.

Student 5

1. Computador en dormitorio.
2. Tele con hermana.
3. ----- ocho.
4. No aqua.
5. -----

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **0 marks**

Few key messages are conveyed (there is some idea of a 'computer in bedroom' and of 'television with sister', but the rest of the messages fail to communicate). The language produced does not meet the standard required for Level 1 at this tier since no verb forms are attempted, there are a good many gaps in vocabulary and the student resorts to a few known words only.

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

<p>Either</p>	<p>Question 04.1</p>	<p>This is a possible response (indicative content):</p> <p>Para mi cumpleaños compré un nuevo móvil con el dinero que mis padres me regalaron. Es estupendo porque puedo mandar mensajes gratis. Después, mi familia y yo fuimos a la bolera. Desafortunadamente no gané, pero lo pasé bien. En general, me gusta el colegio porque tengo muchos amigos y suelo sacar buenas notas. Mis exámenes van bien, pero el examen de física que hice ayer fue muy difícil. En setiembre voy a continuar con mis estudios porque mi colegio es bueno y no hay muchos trabajos en mi ciudad. (89 words)</p> <p style="text-align: right;">[16 marks]</p>
<p>or</p>	<p>Question 04.2</p>	<p>This is a possible response (indicative content):</p> <p>Prefiero ir al extranjero porque hace mejor tiempo. En España fui a la playa, tomé el sol y jugué al fútbol con mi hermano. Fue estupendo, ya que salimos mucho a cenar también. En España hace mucho calor y las tiendas se cierran desde la una hasta las cinco. Este verano voy a ir a Gales porque nos encanta el paisaje bonito y mis abuelos viven allí. Creo que es muy importante ir de vacaciones porque trabajamos mucho y es necesario descansar de vez en cuando. (86 words)</p> <p style="text-align: right;">[16 marks]</p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

<p>Either</p>	<p>Question 04.1</p>	<p>Celebré mi último cumpleaños con una gran fiesta en mi casa. Lo pasé bomba porque vinieron mis amigos y también mi familia. Había comida y refrescos y pasamos toda la noche charlando y bailando. ¡Qué risa! Mis amigos me regalaron dinero y el sábado voy a comprarme nueva ropa que me gusta mucho porque está muy de moda. El colegio es un rollo porque tengo que estudiar tanto y mis exámenes son fatales. En setiembre no voy a volver al colegio porque tengo un trabajo donde hice mis prácticas laborales, en una farmacia local. (94 words)</p> <p style="text-align: right;">[16 marks]</p>
<p>or</p>	<p>Question 04.2</p>	<p>Visité Barcelona el verano pasado y me gustó mucho porque es una ciudad preciosa. Allí cenar a las diez de la noche; fue demasiado tarde para mí. Este verano iré a Madrid con mis compañeros de clase y esperamos la visita con mucha ilusión porque hay tanto que ver y hacer allí. Serán mis primeras vacaciones sin mis padres. ¡Qué bien! He ahorrado algún dinero pero mi padre dijo que me va a dar más. Quiero comprarme una camiseta del Real Madrid. Me gustan las vacaciones porque es importante descansar. (90 words)</p> <p style="text-align: right;">[16 marks]</p>

Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Question 01

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]

Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task.. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 01.1	<p>This is a possible response (indicative content):</p> <p>Para mi cumpleaños compré un nuevo móvil con el dinero que mis padres me regalaron. Es estupendo porque puedo mandar mensajes gratis. Después, mi familia y yo fuimos a la bolera. Desafortunadamente no gané, pero lo pasé bien. En general, me gusta el colegio porque tengo muchos amigos y suelo sacar buenas notas. Mis exámenes van bien, pero el examen de física que hice ayer fue muy difícil. En setiembre voy a continuar con mis estudios porque mi colegio es bueno y no hay muchos trabajos en mi ciudad. (89 words)</p> <p style="text-align: right;">[16 marks]</p>
or	Question 01.2	<p>This is a possible response (indicative content):</p> <p>Prefiero ir al extranjero porque hace mejor tiempo. En España fui a la playa, tomé el sol y jugué al fútbol con mi hermano. Fue estupendo, ya que salimos mucho a cenar también. En España hace mucho calor y las tiendas se cierran desde la una hasta las cinco. Este verano voy a ir a Gales porque nos encanta el paisaje bonito y mis abuelos viven allí. Creo que es muy importante ir de vacaciones porque trabajamos mucho y es necesario descansar de vez en cuando. (86 words)</p> <p style="text-align: right;">[16 marks]</p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

Either	Question 01.1	<p>Celebré mi último cumpleaños con una gran fiesta en mi casa. Lo pasé bomba porque vinieron mis amigos y también mi familia. Había comida y refrescos y pasamos toda la noche charlando y bailando. ¡Qué risa! Mis amigos me regalaron dinero y el sábado voy a comprarme nueva ropa que me gusta mucho porque está muy de moda. El colegio es un rollo porque tengo que estudiar tanto y mis exámenes son fatales. En setiembre no voy a volver al colegio porque tengo un trabajo donde hice mis prácticas laborales, en una farmacia local. (94 words)</p> <p style="text-align: right;">[16 marks]</p>
or	Question 01.2	<p>Visité Barcelona el verano pasado y me gustó mucho porque es una ciudad preciosa. Allí cenar a las diez de la noche; fue demasiado tarde para mí. Este verano iré a Madrid con mis compañeros de clase y esperamos la visita con mucha ilusión porque hay tanto que ver y hacer allí. Serán mis primeras vacaciones sin mis padres. ¡Qué bien! He ahorrado algún dinero pero mi padre dijo que me va a dar más. Quiero comprarme una camiseta del Real Madrid. Me gustan las vacaciones porque es importante descansar. (90 words)</p> <p style="text-align: right;">[16 marks]</p>

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]**Content**

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points

<p>Either</p>	<p>Question 02.1</p>	<p>This is a possible response (indicative content):</p> <p>El mes pasado fuimos a un parque de atracciones. Fue un día estupendo porque no había muchas colas y las atracciones eran tan emocionantes que lo pasamos bomba. Además, almorzamos en una hamburguesería que me gustó mucho porque normalmente mis padres no me dejan comer allí. Al volver a casa, vimos una película cómica que acababa de salir. Fue muy divertida y todos nos reímos mucho.</p> <p>Tengo suerte porque, en general, estoy muy contento. Mis padres me apoyan mucho y me escuchan si tengo problemas. También me llevo muy bien con mis hermanos, pero mi hermana menor me molesta a veces. Además, tengo muchos buenos amigos y siempre me dan buenos consejos. Para mantenerme en forma hago deporte a veces, pero creo que debería hacer más, ya que paso demasiado tiempo delante del televisor o jugando en el ordenador. Suelo comer bien porque mi madre es buena cocinera y prepara comidas nutritivas y sabrosas. (154 words)</p> <p style="text-align: right;">[32 marks]</p>
<p>or</p>	<p>Question 02.2</p>	<p>This is a possible response (indicative content):</p> <p>Los amigos son muy importantes. Mi mejor amigo, Tom, no se encontró muy bien la semana pasada y compré una tarjeta que firmaron todos nuestros compañeros de clase. Después, fui a su casa con un regalo, un CD de su grupo favorito. Le gustó mucho. Además, la última vez que visitamos Londres, mis padres dijeron que podía llevar a un amigo y, por supuesto, Tom vino con nosotros. Fue un día muy divertido porque hizo sol y vimos muchos sitios de interés.</p> <p>Si gano los cien euros, ya sé exactamente cómo los gastaré. Primero, quiero comprarme un ipad, porque parecen estupendos y mi portátil ya no funciona bien; es muy lento cuando navego en internet. Después, voy a invitar a mi familia y a mi mejor amigo a cenar en un nuevo restaurante que acaba de abrir en nuestra ciudad. Es un poco caro, pero la comida es riquísima y lo pasaremos muy bien. (154 words)</p> <p style="text-align: right;">[32 marks]</p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

<p>Either</p>	<p>Question 02.1</p>	<p>La semana pasada fui a un concierto de mi grupo preferido, Bloc Party. Mis amigos y yo llegamos a Manchester con suficiente tiempo para cenar en un restaurante antes de irnos al teatro. La comida fue rica pero un poco cara. Al llegar al concierto, me divertí mucho porque me gusta muchísimo su música y tocaron todas sus mejores canciones. No creo que haya mejor cantante que Kele y además toca la guitarra estupendamente. Bailé toda la noche y canté tanto que me dolió la garganta por dos días. Además, vimos a los artistas después de ver el concierto y firmaron mi entrada. ¡La he puesto en la pared de mi habitación y no la voy a quitar nunca! Compraré su nuevo álbum cuando salga en noviembre e iré a verlos de nuevo si puedo.</p> <p>Soy una persona muy activa y tengo muchos intereses, así que llevo una vida muy feliz. ¡Qué suerte tengo! <i>(154 words)</i></p> <p style="text-align: right;">[32 marks]</p>
<p>or</p>	<p>Question 02.2</p>	<p>Mi amiga, Sarah, no está muy contenta porque no se lleva muy bien con sus padres de momento. Por eso voy a visitarla a menudo y trato de charlar con ella y le cuento chistes.</p> <p>Si gano el concurso, tengo dos ideas para gastar el dinero y no puedo decidirme. Primero, me gustaría ir a Londres a visitar a mis abuelos y comprarles algo. No veo mucho a mis abuelos porque viven lejos y ya sé que les gusta tanto cuando voy a verles. Podré llevarles a almorzar en un restaurante del barrio que les gusta mucho. Alternativamente, pienso en comprarme un nuevo teléfono móvil porque el mío se rompió hace poco y estoy perdida sin mi móvil. Con esperanza, mi madre me comprará el móvil porque le gusta poder contactarme cuando salgo para estar segura de que estoy sana y salva. ¡Por eso, voy a hablar con mi madre y ver a mis abuelos! <i>(155 words)</i></p> <p style="text-align: right;">[32 marks]</p>

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

I went to the cinema yesterday and I did not do my homework. Now I cannot visit my grandparents' house because I have to study. They live in a city where there is a lot to do. I like to go shopping there. The shops are better. I want to buy a mobile phone. I am going to look on the Internet.

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

Fui al cine / Visité el cine ayer y no hice mis deberes / mis tareas. Ahora no puedo visitar / ir a la casa de mis abuelos porque tengo que / debo estudiar. Viven en una ciudad donde hay mucho que hacer. Me gusta ir de compras allí. Las tiendas / Los comercios son mejores. Quiero comprar un (teléfono) móvil. Voy a mirar / ver / buscar en Internet.

Other reasonable alternative translations will also be accepted.

Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

Student 1

Fuí al cine ayer y no hize mis deberes. Ahora no puedo visitar la casa de mis abuelos porque tengo que estudiar. Viven en una ciudad donde hay mucho hacer. Me gusta ir de compras allí. Las tiendas son mejor. Quiero comprar un movil. Voy a mirar en el Internet.

Conveying key messages = **6 marks**

Application of grammatical knowledge of language and structures = **5 marks**

All key messages are conveyed, albeit with some minor slips with accents and spellings. As such, the response is highly accurate with a very good knowledge of vocabulary and structures but not virtually faultless.

Student 2

Fui al cine ayer y no hago mi tareas. Ahora no puedo visitar mi abuelos porque tengo estudiar. Viven en una ciudad donde es mucho hacer. Gusto comprar en la ciudad. Las tiendas es mejor. Compró un móvil. Voy ver en Internet.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **3 marks**

Nearly all key messages are conveyed, despite a number of errors (tense, possessives, verb forms and adjectival agreements). There is a reasonable knowledge of vocabulary. As such, the piece is more accurate than inaccurate.

Student 3

Fuí al cine hier y no hice mis deberes. Ahora no voy a visitar a mis abuelos porque es importante estudiar. Viven en una ciudad donde hay muchas actividades. Me gusta visitar tiendas en la ciudad porque son mayores. Quiero comprar un móvil. Voy a comprar el móvil en Internet.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **4 marks**

The student has re-worded some of the messages so that most of (rather than all / nearly all) the key messages are conveyed. Nevertheless, the piece is generally accurate with a good knowledge of structures and only two items of vocabulary are incorrect.

Student 4

Fue al cine y no hice mi homework. Ahora no visitar la casa de mis abuelos por que tengo estudiar. Vivo en un ciudad donde hay mucho hacer. Me gustan comprar allí. Los shops son más bueno. Quiro un movil. Voy miro en internet.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Some key messages are conveyed but there is limited knowledge of vocabulary and structures: there are errors in every sentence, hence the response is generally inaccurate.

Student 5

Voy cinema sábado. Yo no hacer deberes. Yo no visitar mis grandpadres. Yo tengo estudiar. Ellos vivir una con muchas cosas. Yo mi gusta shopping. Las tiendas es bueno. Yo comprar un movil en el internet.

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **1 mark**

Few key messages are conveyed and there is very limited knowledge of vocabulary (English words, made-up word, gap) and structures (tense errors, inappropriate infinitives, no connectives); the response is highly inaccurate.

Student 6

Fui cine ayer No a mi casa de abuelos por que have to estudiar. Vivir en pueblo donde mucho to do. Mi gusta comprar. Shops son buenos. Ver movil en internet.

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Very few key messages are conveyed: *fui cine* conveys something of the task, as does *mi gusta comprar* and we have some idea of seeing a mobile phone on the internet. There is a very limited knowledge of vocabulary (gaps, English words) and structures (verbs in infinitives - though *fui* is accurate and *mi gusta* almost so), but overall the response is highly inaccurate.

aqa.org.uk

Copyright © 2015 AQA and its licensors. All rights reserved.
AQA Education (AQA) is a registered charity (registered charity number 1073334) and a company limited by guarantee registered in England and Wales (company number 3644723). Registered address: AQA, Devas Street, Manchester M15 6EX

27 November 2015
