GCSE Spanish Writing Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.

- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on 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 bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.

- You must also use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A minor error - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).
A major error - inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning	
Spelling (slight)	Voy a colegio en **bicicletta**
Gender	Trabaja en **un** oficina en **la** centro.
Accents (missing)	Estudio ingl**e**s y espanol
Contractions	Mi colegio está cerca **de el** hospital
Word order (incorrect)	Hacer deberes **es no** divertido
Mother-tongue interference	Vivo en una **bonita** casa Me llamo Ana y **soy** 15 años
Adjective agreement	Hay un lago pequeñ**a** La camiseta es blanc**o**
Relative pronouns	Mi jardín, **quien** tiene flores, es grande
Vocabulary	Mi amiga canta muy **bueno**
Constructions	No **lavo** los dientes por la mañana.
Prepositions	Voy **en el** cine.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Mi amigo **juego** al futból todos los días **Podo** ir de compras esta tarde **Sabo** que es muy interesante
Spelling (misleading)	Me gusta la **nación** y el baloncesto
Tenses (incorrect)	El sábado pasado **iré** al cine con amigos
Vocabulary	Me gusta **tener** divertido
Use of infinitive instead of conjugated verb	María **ir** al parque con sus amigos
Mismatch of subject and possessive adjectives	Hago **tus** deberes para prepararme por **tu** examen.
Mother-tongue interference	Hay un **museum** en el pueblo

NB: These are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Glossary of terms (questions 1 and 2)

AO2 grids

***Addressed** (Bullet points):* the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all four task bullet points in Question 1 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See *Example response 2* in *Exemplification of mark schemes* for an illustration of this. Candidates may address the task bullet points in any order.

Development refers to an additional clause or sentence which elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order which is very different to English in form and/or function.

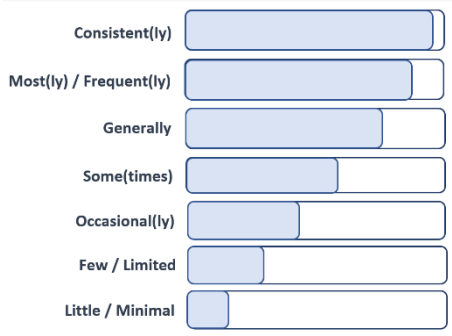
Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

Differentiation terms within the mark scheme (AO2 and AO3 grids: all questions)

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although "***frequent** development…*" equates to higher marks "***frequent** errors…*" would conversely equate to lower marks.

Question 1 – Higher tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus	
Mark	**Descriptor**
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; an occasional message may be unclear.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of response are comprehensible; the message sometimes breaks down.
1-4	• One or more bullet point addressed • Little or no extra detail added to ideas • Limited parts of response are comprehensible; the message often breaks down.
0	• No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
5	• Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language • Generally successful use of three timeframes • Generally accurate language; some minor errors, there may be an occasional major error.
3-4	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences • Some successful use of at least two timeframes • Some accurate language; mostly minor errors with some major errors.
1-2	• Limited variety of vocabulary and grammatical structures; short, simple sentences • Limited success with timeframes • Limited accuracy in the language; frequent errors both major and minor.
0	• No rewardable material.

Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
   i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
   ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
   iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write a letter to your friend about your school.

You **must** include the following points:

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

Example response 1: open response questions

Mi instituto es público, bastante antiguo y tiene un poco de clases. Mi uniforme es incómodo y muy feo pero la peor es las normas porque son bastante esricto y nunca son justos. También, mi profesora de inglès es un poco sevro, pero a menudo simpatica. Generalmente, mi profesora de dibujo es más estricto que mi profesora de inglès. Me encanta la clase porque son interesante y divertido. No me gusta nada la educación fisica porque son muy aburrido. Después de clases, voy a ir de compras en pueblo. Voy a comprar los zapatos verde y pantalones blanco. La semana pasada, compré un vestido rojo.

105 words

Total marks: 15 out of 18	
Response to stimulus (AO2): 10 marks	**Linguistic knowledge and accuracy (AO3): 5 marks**
• The candidate has addressed three of the four bullet points, but does not answer the third bullet point about what they did in school last week. The response would therefore achieve no higher than the 8-10 mark band for coverage. • There is frequent development shown with each point covered including extra detail (e.g. "…*mi profesora de inglès es un poco sevro, pero a menudo simpatica*", "*Voy a comprar los zapatos verde y pantalones blanco."*). For development, the 11-13 mark band best fits**.** • The response is comprehensible, despite errors which are accounted for in the AO3 grid. For comprehensibility, the response sits best in the mark band 11-13 **(2).** Overall, the best fit approach when considering the three bullet points of this mark grid is in mark band 11-13 for response to stimulus. However, since the candidate only covered 3 of the bullet points, they can only achieve the top mark in the 8-10 mark band for AO2 **(2).**	• There is some variety of vocabulary shown (e.g. "*antiguo", "normas", "a menudo" etc.)*. The words "*feo*" and '*severo*' do not appear in the vocabulary list so are given equal but not extra credit for variety **(3)**. Variation in language includes phrases such as "*También"*, and "*es más*". There are some conjunctions and evidence of complex language, eg *"nunca son justos."* The response best sits in the top mark band for variety**. (2)** • The response shows general success with three timeframes. The response therefore sits best in the top mark band for use of timeframes**.(2)** • The language is generally accurate, but includes several minor errors such as misspellings, lack of accents or incorrect articles (e.g. "*simpatica"*, *"La semano", "y pantalones," "blanco"* etc.). There is also a verb formation error eg "… *porque son interesante*" The response can still be placed in the top mark band for accuracy as an occasional major error is allowed in band 5. **(2)** The best-fit approach results in this response being placed in the top mark band for linguistic knowledge and accuracy **(2).**

Example response 2: open response questions

Mi colegio en Londres es muy grande y mucho divertido. Me gusta mi colegio. En mi opinión la biblioteca es bien porque es interesante, mi profesor es divertido. Pero mi madre trabaja en York y encanta. Ella es la jefa y creo que cantar es mejor que la escuela. Después del colegio, ir deberes, lo hare vídeo juegos. Luego lo hare tomar una ducha y ve a dormir. La semana pasada estudié historia, matemáticas y las ciencias.

77 words

Total marks: 10 out of 18	
Response to stimulus (AO2): 6 marks	**Linguistic knowledge and accuracy (AO3): 4 marks**
• The candidate has addressed three bullet points (1, 3 and 4), though not in the order of the question, which is appropriate. Unfortunately they do not talk about a school subject, so this BP is not addressed. The response would therefore sit no higher than mark band 8-10 for coverage, depending on success in meeting the other criteria**.** • Apart from talking about their school, where the student makes several points, there is very little extra detail shown. Also the detail about the mother is irrelevant. For development, the 1-4 mark band best fits **(1.i).** • The response is comprehensible in some parts, but sometimes the message breaks down (e.g. "*ir deberes …y ve a dormir.*)" The flow of the response is slightly disjointed. For comprehensibility, the response sits best in the 5-7 mark band **(1.i).** Overall, the best fit approach when considering the three bullet points of this mark grid is in the middle of the 5-7 mark band for response to stimulus.	• There is occasional variety of vocabulary and grammatical structures shown, despite repetition of some words like *"interesante"* and *"divertido".* All vocabulary appears in the Foundation tier vocabulary list, which is entirely appropriate (3). There is the occasional extended sentence using "porque, y, pero". The response would best sit in the 3-4 band for variety (1.ii). • There is some success at using a range of timeframes (e.g. *"es + adj*" and "*estudié"*), but the use of "*lo hare*" means that the future timeframe isn't successfully covered. The response would best sit in the 3-4 mark band for use of timeframes. • There is some accurate language, but with some minor errors such as incorrect use of adjectives (e.g. "*mucho divertido*") and the occasional major error *"y encanta".* For accuracy, it would be best placed in the 3-4 mark band (1.ii, 1.iii). The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy **(1.ii, 2).**

Comparison of example responses 1 and 2

Response to stimulus (AO2):	**Linguistic knowledge and accuracy (AO3):**
• Response 1 addresses the same number of bullet points. • Response 1 shows more development than Response 2 • Response 1 is more comprehensible than Response 2	• Response 1 shows more variety of vocabulary than Response 2 • Response 1 shows more success with different timeframes to Response 2 • Response 1 shows higher accuracy than Response 2
Overall, Response 1 scores higher on the AO2 grid when compared with Response 2, and slightly higher on the AO3 grid too. The main differences are in development of response and variation of grammar and vocabulary.	

Question 2 – Higher tier (22 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 130–150 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus	
Mark	**Descriptor**
14-17	• All four bullet points addressed • Consistent development of ideas • Response is easily comprehensible; it is rare that the message is not immediately clear.
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; the occasional message may be unclear.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down.
1-4	• One or more bullet point addressed • Limited development of ideas, any extra detail is likely to be very brief • Limited parts of the response are comprehensible; the message often breaks down.
0	• No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4-5	• A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language • Consistently successful use of three timeframes • Consistently accurate language; any errors are minor.
2-3	• Some variety of vocabulary and grammatical structures, some extended sentences; some complex language • Generally successful use of at least two timeframes • Generally accurate language; mostly minor errors, occasional major errors.
1	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language • Occasional success with timeframes • Some accurate language; frequent errors, some of them major.
0	• No rewardable material.

Question 3 – Higher tier translation (10 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus	
Mark	**Descriptor**
5-6	The meaning of the original language is consistently and appropriately transferred; any lack of clarity is rare.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 3, Higher tier in the *Sample Assessment Materials*.

Question	Model response
Normally we go to a campsite for a month. It is a beautiful place near the coast. I think that the facilities are good because it has a swimming pool. Last time I swam all day. Next year we will stay in another village to see more of the surrounding area.	*Normalmente vamos a un camping durante un mes. Es un lugar hermoso cerca de la costa. Creo que las instalaciones son buenas porque tiene piscina. La última vez nadé todo el día. El próximo año nos quedaremos en otro pueblo para ver más de los alrededores.*

Example response 1

Normalmente vamos a una camping para un mes. Es una bonito lugar cerca de costa. Creo que la instalcions son bien porque tiene una piscina. La última vez que nadé todo el día. El año futuro nos quedaremos en una otro pueblo para ver más de las alrededores.

Total marks: 9 out of 10	
Response to stimulus (AO2): 6 marks	**Linguistic knowledge and accuracy (AO3): 3 marks**
The meaning of the original language is consistently and appropriately transferred; with little deviation from the original meaning despite some errors which are accounted for in the AO3 mark.	Vocabulary and grammatical structures are generally accurate, but there are a number of minor errors (e.g., "*una camping*", "*de costa*", "*instalcions*", "*son bien*" and "*las*").

Example response 2

Normalmente vamos a un campo por un mes. Es un lugar hermoso cerca de la costa. Pienso que las facilidades es buenas porque hay un piscina. La ultima tiempo nadò todo el dia. El año proximi vamos a quedarse en en un pueblo diferente par ver los barrios.

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 marks	**Linguistic knowledge and accuracy (AO3): 3 marks**
The meaning of most of the original language is appropriately transferred, but differences exist such as the use of "*campo*" instead of "*camping,*" "*facilidades*" instead of "*instalaciones"* and the use of "*ver los barrios*", which differs from the text to be translated.	Vocabulary and grammatical structures are generally accurate, but the response contains some minor errors (e.g., "*hermos,* "*proximi*", and "*par ver*") in addition to rare major errors (e.g. *"nadò").*

Example response 3

Normalmente voy a camping par una mes. esta una lugar bon cerca costa. Creo que los porque son buen porque hay una piscina ... Yo nadar todo el dia. ..... el ano que viene .... en un nuevo ville.

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	**Linguistic knowledge and accuracy (AO3): 1 mark**
The meaning of some parts of the original language is communicated, but the majority of sentences are incomplete. Despite this, we do get the gist of what the message is about.	Vocabulary and grammatical structures are limited in accuracy, there are frequent errors both major (e.g., "el ano que viene", "*nuevo ville*"), and minor (e.g. "*voy a*", "*una mes*" "*nadar*").

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