



Rewarding Learning

General Certificate of Secondary Education

Spanish

Unit 4: Writing

Foundation Tier

[GSH41]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE CCEA Assessment Resources are marked consistently and fairly. The mark schemes provide teachers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCSE Spanish**

Candidates must:

AO1 Understand and respond to different types of spoken language;

AO2 Communicate and interact effectively in speech;

AO3 Understand and respond to different types of written language; and

AO4 Communicate in writing.

Quality of candidates' responses

In marking the CCEA Assessment Resources, teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Teachers should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

It should also be noted that half marks are not given. Therefore, a candidate can only be awarded 0, 1, 2 marks etc. depending on the number of marks available for that question.

Where candidate responses are unclear and do not follow the question rubric the following guidelines for marking may also be used:

Candidates ignore the instruction/misapply the rubric.

- If candidates are instructed to answer a question in English and answer in the Target Language, or vice versa, they cannot be awarded marks for this.
- When candidates are asked to select answers from a list and they select more than instructed, they will have one mark deducted from the total number of correct answers for every extra answer that they select, to a minimum mark of zero. For example if they are asked to select four correct phrases and they select five, they will have one mark taken off the total number of correct answers.

- If candidates are asked to select four and select six, they will have two marks taken off the total number of correct answers.
- If candidates are asked to select one answer and select more than one, they cannot receive any marks for the answer.

Where candidates indicate their answer by writing an 'X' instead of a tick, as instructed, please accept 'X' as a valid answer.

Candidates cross out a letter/untick a box.

- If it is clear to the marker that one answer has been de-selected and another selected, the mark can be awarded for a correct answer.

English/Target Language answers.

- Mark schemes will include the anticipated responses and some others deemed credit-worthy by the examining team.

Quality of English/Target Language.

- Where spelling and grammar in English or the Target Language impede understanding, candidates will not be awarded marks.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- ***Threshold performance:*** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- ***Intermediate performance:*** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- ***High performance:*** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Explanatory notes for centres for Foundation Writing 2021

These general points should be read in conjunction with the information provided on pages 2 and 3 of this mark scheme.

Everything that a candidate writes **MUST** be assessed in its entirety, even if this reduces the mark that a candidate gains. We cannot ignore part of an answer as being irrelevant – it must all be assessed. It is unfortunate if a candidate attempts to expand an answer and thereby, unknowingly, introduces confusion, but we are not responsible for how much they write; we are, however, responsible for assessing all that has been produced during the assessment process.

Alternative answers supplied

If candidates supply alternative (incorrect) answers or if candidates answer in the wrong language, then no marks can be awarded.

Information for marking questions

The information provided below explains the mark scheme in more detail and provides some examples and commentaries by way of illustration. The illustrations used are generic and demonstrated through the medium of English.

Question 1 begins with listing (1a) and then asks candidates to write short phrases in the Target Language (1b).

1a: Award **one** mark for each correct item that can be identified **without ambiguity**. (4 × 1)

English spelling will **not** be accepted, however, in some cases, the word in the Target Language is the same in English, therefore the answer will be valid. Use of the article is not necessary.

Communication is key.

Example:

1(a) – Write a list of four items of food that you like to eat.

Write a suitable word in each of the spaces below.

Candidate response	Judgement	Explanation
potatoes	Full communication = 1	Clear and accurate.
Ceraels	Full communication = 1	Inaccurate spelling but meaning is clear.
pasté	Not full communication = 0	Is this pasta or pâté? Unclear.
orangs	Full communication = 1	Inaccurate spelling but meaning is clear.

1(b): When a candidate is asked to write a short phrase, a verb is not a requirement.

Award **two** marks for each correct short phrase (2–3 words) that can be identified **without ambiguity**. (3 × 2)

Example:

1(b) – Write about the clothing that you like to wear.

Write a suitable short phrase of 2–3 words in each of the spaces provided.

Candidate response	Judgement	Explanation
Green coat	Full communication = 2	Clear and accurate.
Bag jumper	Not full communication = 1	Meaning is unclear – big or baggy?
Woolly leather	Unclear communication = 0	No idea what the item of clothing is.

Question 2 requires candidates to write single sentences in the Target Language. In any question, which asks candidates to write a sentence, candidates must write a sentence which **includes a conjugated verb**. (5 × 2)

If a candidate uses an incorrect verb tense – e.g. last weekend, I will go to the cinema – communication has **only been partially** achieved and the mark will be reduced by one for that element.

2. Your teacher has asked you to answer these questions.

Write **one** sentence for each answer.

- Where do you live?
- With whom do you live?
- Where is your house?
- What do you think about your bedroom?
- What do you do to relax?

Candidate response	Judgement	Explanation
I live in a house.	Full communication = 2	Full communication.
With my family.	Not full communication = 1	No verb so not a sentence but partial communication.
My hooose is near the see-side.	Minor errors = 1	Message is partially communicated but with minor errors.
I love my bedroom.	Full communication = 2	Full communication.
I can't walk the dog.	Does not answer the question set = 0	Accurate spelling but question is not answered.

Question 3 is a translation exercise. Candidates must translate 5 short sentences from English into the Target Language. There are different translation tasks for Foundation and Higher writing. (5 × 2)

If a candidate uses an incorrect verb tense – e.g. last weekend, I will go to the cinema – communication has **only been partially** achieved and the mark will be reduced to one for that element.

Question 4 asks candidates to write a structured piece of extended writing. The CCEA circular of April 2018 recommends that Foundation tier candidates should write **80–100** words for this question.

The word limits and guidance provided are very important. Lengthy answers can be self-penalising, as examiners are obliged to assess all that candidates write.

Markers should bear in mind that all bullet points have equal weighting. Candidates must answer all five bullet points appropriately if they wish to access the upper mark bands.

The Mark Scheme should be applied holistically. The Performance Descriptors are to be seen as a 'best fit' and should be applied to each of the bullet points as a guide to the marker in deciding on an overall band placement. Candidates should be able to access the top band overall even if some elements are not quite fully addressed.

Suggested method for assessing the extended writing question:

In the answer, identify and bracket each bullet point. Assess each bullet point individually for communication – award a Band. Consider the 5 bands that you have awarded and choose the 'best fit' band overall. This should be worked out mathematically.

$B5 + B5 + B3 + B3 + B4 = B4$ overall

For Grammar and Structures, an overall impression mark can be awarded.

There is no stipulation that the Grammar and Structures band should be lower than or even the same as the Communication band but there may be a correlation between the band awarded for Communication and the one awarded for Grammar and Structures.

Furthermore, if a candidate writes anything in Target Language, which demonstrates some understanding of any aspect of the question set, then the candidate must be awarded 1 for Communication and 1 for Grammar and Structures.

Example illustrating a notional level of response for each Communication band.

Writing (Communication)

- Describe where you live

Communication Band	Candidate response	Comment
Band 5	My house is in the suburbs of a large town. It is a nice place to live because there are good facilities for everyone.	Effective response – appropriate language – good knowledge of subject matter – relevant information – opinion & justification.
Band 4	I live in the sububs of a town. I enjoy livieng there. Everyone is friendlly.	Good response – suitable language – reasonable knowledge of subject matter – relevant information – opinion – inaccuracies do not impede communication.
Band 3	My house is nice. My house has fore bedroms. There is a dog.	Limited response – some suitable language – limited knowledge of subject matter – little relevant information – some opinion – inaccuracies slightly impede communication.
Band 2	I like my house. There is sixrums amd I hav my on room.	Limited response – limited language – limited knowledge of subject matter – very little relevant information – some opinion – inaccuracies impede communication.
Band 1	I lick my hoose. Hoose big with five dors.	Very limited response – attempts to include some suitable language – very limited knowledge of subject matter – little or no personal ideas or opinions – inaccuracies impede communication.
Band 0	My dog is called Bruno.	Response is inappropriate.

- 1 (a) Award **one** mark for each correct item that can be identified **without ambiguity**.

English spelling will **not** be accepted.

The following is an example of the responses that candidates may give:

Examples of candidate response could include any sport, any activity or any verb related to hobbies and pastimes. Use of the article is not necessary.

- (i) El fútbol [1]
- (ii) El cine [1]
- (iii) La natación [1]
- (iv) El Internet [1] [4]

- (b) Award **two** marks for each correct short phrase (2–3 words) that can be identified **without ambiguity**.

The following are examples of the responses candidates may give.

Accept any reasonable response for descriptions.

Use of a verb is not a requirement.

- (i) Alto y delgado. [2]
- (ii) Muy deportista. [2]
- (iii) Tímido y trabajador. [2]

Band	Performance Descriptors	Marks
2	The response is fully communicated. There are no or very few errors.	[2]
1	The response is partially communicated. There may be some minor errors.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

[10]

AVAILABLE
MARKS

10

2 This question has five responses.

Each response is worth up to two marks.

Each answer must be a full sentence with a conjugated verb. Longer answers can be self-penalising. Deduct one mark in any answer where the verb is in the incorrect tense.

Band	Performance Descriptors	Marks
2	The response is fully communicated. There are no or very few errors.	[2]
1	The response is partially communicated. There may be some minor errors.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

[10]

AVAILABLE
MARKS

10

3 The translation has five sentences.

Each sentence is worth up to two marks.

Band	Performance Descriptors	Marks
2	A highly accurate and competent translation. There may be minor errors but meaning is clear.	[2]
1	A fairly accurate and reasonably competent translation. There may be some errors and ambiguity.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Sentence	Translation sentence	Suggested translation	Credit	Do not credit
(a)	I work in a supermarket in town.	Trabajo en un supermercado/en el pueblo.		
(b)	I start at seven o'clock in the morning.	Empiezo a las siete/de la mañana.		
(c)	It is boring but the money is good.	Es aburrido/pero el dinero es bueno.		
(d)	There are a lot of people at the weekend.	Hay mucha gente/el fin de semana	los fines de semana	
(e)	In the future I want to be a teacher.	En el futuro/quiero ser profesor(a).		

[10]

AVAILABLE
MARKS

10

4 Extended Writing

The Mark Scheme should be applied holistically. The Performance Descriptors are to be seen as a 'best fit' and should be applied to each of the bullet points as a guide to the examiner in deciding on an overall band placement. Candidates should be able to access the top band overall even if some elements are not quite fully addressed.

Writing (Communication)

Band	Performance Descriptors	This candidate:	Marks
5	The candidate carries out the task using clear and concise language and displays good knowledge of the topic. Ideas and opinions are expressed and there is some justification.	• produces an effective response which includes appropriate language; • displays good knowledge of the subject matter and offers relevant information and some unsolicited detail; • includes personal ideas and opinions with some justification; and • gives a response which is equally balanced against the bullet points and inaccuracies very rarely impede communication.	[17]–[20]
4	The candidate carries out the task adequately and displays reasonable knowledge of the topic. Some ideas and opinions are expressed.	• produces a good response which includes suitable language; • displays reasonable knowledge of the subject matter and offers some relevant information; • includes some personal ideas and opinions; and • makes an attempt to balance the response against the bullet points and inaccuracies rarely impede communication.	[13]–[16]
3	The candidate carries out some elements of the task effectively with limited knowledge of the topic. There are few ideas and opinions.	• produces a limited response which may include some suitable language; • displays limited knowledge of the subject matter and offers little relevant information; • may make a reasonable attempt to include some personal ideas and opinions; and • makes some attempt to balance the response against the bullet points and inaccuracies may impede communication.	[9]–[12]

Band	Performance Descriptors	This candidate:	Marks
2	The candidate carries out some elements of the task with little effect and limited knowledge of the topic. There are few ideas and opinions.	• produces a limited response which may include some limited language; • displays limited knowledge of the subject matter and offers very little relevant information; • may make an attempt to include some personal ideas and opinions; and • makes some attempt to balance the response against the bullet points and inaccuracies will most likely impede communication.	[5]–[8]
1	The candidate does not carry out the task effectively and displays little to no knowledge of the topic. Very few, if any, ideas or opinions are expressed.	• produces a very limited response and attempts to include some suitable language; • displays very limited knowledge of the subject matter and offers minimal relevant information; • little to no personal ideas or opinions are expressed; and • attempts to address the bullet points and inaccuracies impede communication.	[1]–[4]
0	No valid response/ incorrect/inappropriate/ not worthy of credit.	• is a Band 0 because the response is not valid/incorrect/inappropriate/not worthy of credit.	[0]

Writing (Grammar and Structures)

Band	Performance Descriptors	This candidate:	Marks
5	The response is organised and mostly coherent. There is some evidence of language of a more complex nature. There is a good range of appropriate vocabulary and structures. There are some minor errors.	- demonstrates the ability to write with a level of competence and coherence within an organised response; - uses a good range of vocabulary and idiom; - is fairly proficient in the use of a range of grammar and structures, exhibiting the ability to manipulate the language with some confidence, using tenses as appropriate; and - demonstrates a good level of accuracy in the use of spelling, punctuation and grammar, although there will be some errors of a minor nature.	[9]–[10]
4	The response is reasonably organised with a range of vocabulary and structures. There may be some evidence of more complex language. There is a range of appropriate vocabulary and structures. There are some errors, of a minor and major nature.	- attempts to write a reasonably organised response with some competence and coherence; - uses a satisfactory range of vocabulary and some idiomatic expressions; - attempts to use a range of grammar and structures to produce a response which can be understood and which uses appropriate tenses; and - demonstrates reasonable accuracy in the use of spelling, punctuation and grammar although there will be both minor and major errors.	[7]–[8]
3	The response has some organisation and some coherence. There is limited vocabulary and structures. There may be an attempt to use more complex language. Most of the writing is comprehensible but there will be both minor and major errors.	- shows some attempt to write an organised response with some coherence; - uses a limited range of vocabulary; - attempts to use some grammar and structures to produce a simple response; and - attempts to use accurate spelling, punctuation and grammar but there will be both minor and major errors which may impede understanding.	[5]–[6]

Band	Performance Descriptors	This candidate:	Marks
2	The response has limited organisation. Vocabulary and structure are limited. There is a limited use of punctuation and grammar. It is likely there will be both minor and major errors.	• makes a limited attempt to write or organise a response with little coherence; • uses a very limited range of vocabulary; • displays limited use of basic grammar and structures to produce a limited response; and • demonstrates the ability to write some short, simple sentences but there are many major inaccuracies in spelling, punctuation and grammar which will impede understanding.	[3]–[4]
1	The response has little or no organisation. There is very basic vocabulary with little structure. There will be both minor and major errors.	• makes an attempt to write a response but there is little or no coherence or structure; • uses only basic vocabulary; • uses very limited and inaccurate grammar with little or no structure to produce a very basic response; and • demonstrates little or no ability to write some short, simple sentences and there will be many major inaccuracies in spelling, punctuation and grammar which will impede understanding.	[1]–[2]
0	No valid response/ incorrect/inappropriate/ not worthy of credit.	• is a Band 0 because the response is not valid/incorrect/inappropriate/not worthy of credit.	[0]

[30]

Total

AVAILABLE MARKS

30

60