

GCSE Spanish (2024): Unpacking the Writing Exam

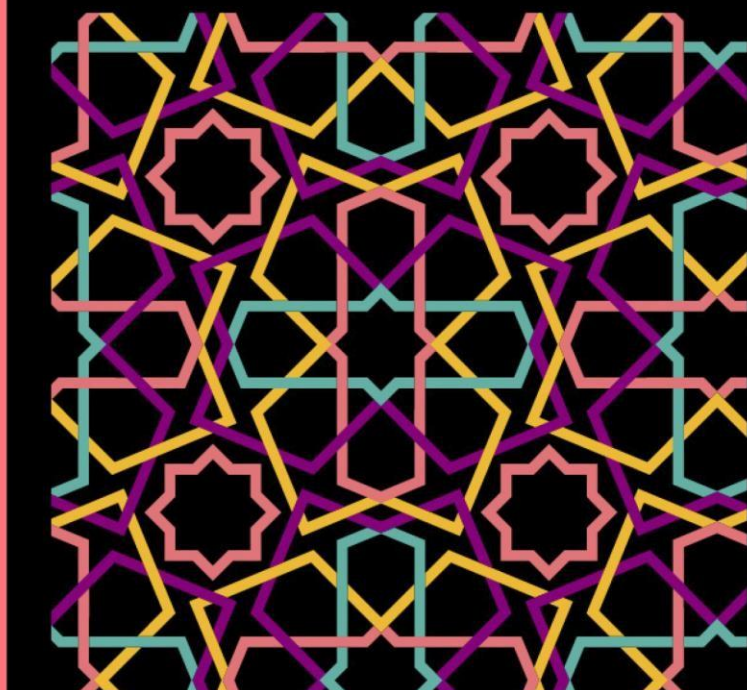
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Foundation Tier Question 1

Response to stimulus (AO2): 5 out of 8 marks		
(a)	Relevant information is clearly communicated in a sentence. Despite the use of English in the spelling of ' <i>photo</i> ', the main message ' <i>hay una familia</i> ' is still clear.	2 marks
(b)	The information communicated is irrelevant to the picture, because it looks sunny and warm rather than cold.	0 marks
(c)	Relevant information is partially communicated. There is some ambiguity in the message conveyed. We are unsure whether the student means to convey the message ' <i>Hay el campo</i> ' or ' <i>Están en el campo</i> '.	1 mark
(d)	Relevant information is clearly communicated in a complete sentence with a verb.	2 marks



Foundation Tier Question 2

Total marks: 13 out of 14	
AO2: Response to stimulus Marks: 8 out of 9	AO3: Linguistic knowledge and accuracy Marks: 5 out of 5
<ul style="list-style-type: none"> All three bullet points are addressed. The response successfully fulfils the requirements of the task. '<i>Es mi lugar favorita...</i>' is taken as an opinion about the place. The response sits in the 7–9 mark band for coverage. There is some development of ideas. We know that the place is next to a river and that the climate is dry. We are also told about things we can see. We are told where they will visit in the future and what they will do there. For development, the 7–9 mark band is fitting. Most of the response is comprehensible, however some messages are unclear e.g., '<i>Está rodeado sierra</i>', '<i>llueve a menudo</i>', '<i>me hace sentir relajando</i>'. The change from the present to the future at the end of the first paragraph is also not clear. For comprehensibility, the 7–9 mark band is appropriate. <p>The best-fit mark for Response to stimulus is 8, since all three aspects fall into the 7–9 mark band. The response doesn't achieve a top mark of 9 due to several small lapses in comprehensibility.</p>	<ul style="list-style-type: none"> There is some variety of vocabulary and phrases. The student uses a series of appropriate words for the context, to describe and give opinions, e.g. '<i>zona</i>', '<i>clima</i>', '<i>lugar</i>', '<i>edificios</i>', '<i>conocida</i>' and '<i>pintoresca</i>'. There are a variety of verbs used as well, e.g. '<i>tiene</i>', '<i>es</i>', '<i>se puede</i>' and '<i>voy a ir/hacer</i>'. The response sits in mark band 5 for variety of vocabulary. A variety of grammatical structures are evident. There is some linking of sentences with conjunctions e.g. '<i>y</i>' and '<i>ya que</i>'. The student uses the present tense and future events are well handled e.g., with the use of '<i>ir</i>' plus suitable infinitives, e.g. '<i>...por otro lado voy a ir de compras</i>'. For variety of grammatical structures, mark band 5 is appropriate. There is some accurate language throughout the response with mostly minor errors and that do not hinder clarity. For accuracy, the response sits in mark band 5. <p>The best-fit mark for Linguistic knowledge and accuracy is 5. There is a variety of both vocabulary and grammatical structures and there is a good level of accuracy in the response with mostly minor errors.</p>



Foundation Tier Q3/Higher Tier Q1

Total marks: 13 out of 18	
AO2: Response to stimulus Marks: 9 out of 13	AO3: Linguistic knowledge and accuracy Marks: 4 out of 5
<ul style="list-style-type: none"> Three of the four bullet points are addressed. The third bullet point about what the student did in school last week is not addressed. The student writes about having gone to a library in the town centre, having played basketball with their brother, having gone to a restaurant and to the shops. Most of the final bullet point is written in the past about what the student did after school this week rather than what will be done. However, there is a mention that the student would practice basketball if they had the opportunity, so the bullet point is considered to be briefly addressed. Because one of the bullet points has not been addressed, the student falls into the 8–10 band for coverage. There is some (inconsistent) development of ideas, which is done better in relation to the first and second bullet points. There is also some development around the third bullet point. The final bullet point about an activity after school this week is briefly developed in the final sentence with the addition of '<i>con mi hermano</i>'. For development, the response sits in the 8–10 mark band. The response is generally comprehensible, but some messages are unclear e.g. '<i>... porque es mi madres cumpleaños</i>'. For comprehensibility, the response sits in the 8–10 mark band. <p>Since the response falls into the 8–10 mark band for all three aspects, a best-fit mark of 9 is appropriate for Response to stimulus.</p>	<ul style="list-style-type: none"> There is some variety of vocabulary and grammar including nouns, adjectives and subordinate clauses. This results in some slightly longer sentences. There is an example of complexity with the use of the imperfect subjunctive in the final sentence, '<i>Si tuviera la oportunidad practicaría el baloncesto...</i>'. The response sits in mark band 5 for variety of vocabulary and grammar. There is some successful use of timeframes, but there is ambiguity at times e.g., '<i>Tenemos dos comedors, eran feo y antiguo</i>', '<i>Ayudé me...</i>', '<i>me gustaría jugamos...</i>'. For use of timeframes, a mark in the 3–4 mark band is appropriate. Language is sometimes accurate. Errors are mostly minor (e.g. '<i>feumos</i>' instead of '<i>fuimos</i>'), with some major errors e.g. '<i>me gustaría jugamos futbol pero mis amigos no te gusta</i>'. For accuracy, a mark in the 3–4 mark band is appropriate. <p>The best fit approach gives a mark of 4 for Linguistic knowledge and accuracy. The upper of the two marks in the 3–4 mark band is chosen because one of the three aspects falls into mark band 5.</p>



Higher Tier Question 2

Total marks: 15 out of 22	
AO2: Response to stimulus Marks: 12 out of 17	AO3: Linguistic knowledge and accuracy Marks: 3 out of 5
<ul style="list-style-type: none"> All four bullet points are addressed. In response to the second bullet point the student writes about not getting on with some friends because they are silly which is not a totally clear reference to a negative of having a big group of friends. Nevertheless, the response could sit in either the 11–13 or 14–17 mark bands for coverage, depending on the other two criteria for response to stimulus. There is frequent development of ideas. There are ideas and opinions given for each bullet point throughout the response. Sometimes the development does not always focus on the bullet point. In response to the first bullet point the student focusses more upon the activities done with family rather than the people. The 11–13 mark band is fitting for development. The response is comprehensible although the occasional message may be unclear e.g. <i>'No me llevan con unos amigos'</i> and <i>'piensa que fue no bueno nada...'</i>. For comprehensibility, the 11–13 mark band is the most suitable. <p>The best-fit approach results in this response being placed at the middle of the 11–13 mark band for Response to stimulus, with a mark of 12. This is because all three aspects fall into this mark band, and there is a lack of clarity in reference to the cons of having a big group of friends.</p>	<ul style="list-style-type: none"> There is some variety of vocabulary and grammatical structures. The student uses different structures and items of vocabulary with little repetition. There are some extended sentences using different conjunctions e.g., <i>'ya que'</i>, <i>'sin embargo'</i>, <i>'porque'</i> etc. There is some use of complex language e.g. <i>'solemos ir'</i>. The response sits in the 2–3 mark band for variety of vocabulary and grammatical structures. There is generally successful use of timeframes. There are some errors with verbs and timeframes e.g. <i>'están muy tontos'</i>, <i>'fue mucho dinero'</i> etc, which prevents the student from reaching the 4–5 mark band for this aspect. For the use of timeframes, the 2–3 mark band is appropriate. Language is generally accurate with mostly minor errors such as misspellings e.g. <i>'unos elamines'</i>, and incorrect adjectival agreements e.g., <i>'las comedias son...divertido'</i>. There are also occasional major errors. As such, the response sits in the 2–3 mark band for accuracy of language. <p>The best-fit approach results in this response being placed at the top of the 2–3 mark band for Linguistic knowledge and accuracy with a mark of 3. There is a variety of language, but timeframes are not always used successfully and there are occasional major errors. The overall impression is of a generally accurate piece of writing.</p>



Foundation Tier Translation Question 4

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 out of 6 marks	Linguistic knowledge and accuracy (AO3): 3 out of 4 marks
The meaning of some parts of the original language is appropriately transferred. The messages in sentences (a), (b) and (d) are fully communicated. In sentences (c) and (e) there are issues with communication of the required messages, and the English word ' <i>office</i> ' is used. The required message in sentence (e) completely breaks down with only one word, ' <i>semana</i> ', communicating effectively.	Vocabulary and grammatical structures are sometimes accurate. There are some major errors with the verb ' <i>hacer</i> ' in sentence (b) and in (e), where the past tense is not known. There is also mother tongue interference / incorrect word order in ' <i>pueblo centro</i> ' and ' <i>grande familia</i> '. Errors in the use of English words are accounted for in the Response to stimulus (AO2) mark.



Higher Tier Translation Question 3

Total marks: 9 out of 10	
Response to stimulus (AO2): 5 out of 6 marks	Linguistic knowledge and accuracy (AO3): 4 out of 4 marks
The meaning of the original language is consistently and appropriately transferred. Lack of clarity is rare. The idea of campsite is not conveyed when the student uses the expression ' <i>un sitio de campo</i> ', which means the student does not achieve full marks.	Vocabulary and grammatical structures are consistently accurate. Any errors are minor and the lack of knowledge of the word for ' <i>campsite</i> ' has been taken into account in the mark awarded for Response to stimulus (AO2).