

**GCSE (9-1)
Spanish (1SP1)**

**Translation
Exemplars**

Paper 4, Writing



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Introduction

The purpose of this exemplification pack is to provide teachers and students with some examples of marked responses to the new GCSE Spanish Paper 4, Writing, and to demonstrate Pearson's approach to marking the translation tasks.

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for both Foundation and Higher tier translation tasks.

The example responses are based on real student answers and we have shown their original responses. Please note that due to the timing of publishing these exemplars, students who produced work had not been taught under the 2024 specification. As such, students may have used some vocabulary and grammar outside of the 2024 specification, and this is given equal but not extra credit. This is in accordance with the requirements of the Department for Education's subject content.

Marks awarded in the exemplars are based on a relatively small sample. Whilst they are a good indication of the marks likely to be awarded for different levels, exact marks may differ somewhat when based on standardisation of a whole live series.

The Sample assessment materials which these responses are based on can be found on the Pearson website [here](#).

If you have any enquiries regarding these materials or have any other questions, please contact our subject advisor team on Teachinglanguages@pearson.com.

Marking points in the spotlight

Following our review of student work across the three languages of French, German and Spanish, we have shone a spotlight on a few specific points:

- **Holistic mark scheme**

The holistic mark scheme used in translation tasks focuses on rewarding students for the overall quality of translation rather than awarding points for specific elements. It allows examiners to assess how well the message is transferred overall and encourages a more realistic assessment of language ability. This mirrors real-world language use, where successful communication is more important than exact word-for-word precision. In terms of applying a holistic mark scheme to translation responses, consideration should first be paid to the extent to which the meaning of the passage is transferred (AO2: response to stimulus), with a subsequent focus on the accuracy of writing (AO3: Linguistic knowledge and accuracy).

- **Alternative translations and use of words outside of the specification**

To fulfil tasks, students are only required to use vocabulary and grammar included in the vocabulary and grammar lists of the specification. Using language outside of the vocabulary and grammar lists, or alternative words of the same meaning, will also be credited if it is a valid translation. For example, “chez moi” and “à la maison” have the same intended meaning and both can be acceptable translations of “at home” in context.

- **Handwriting**

In order to mark the task accurately, it is crucial for the examiners to be able to decipher each word and see clearly how it is spelled. Students should ensure their handwriting is of a reasonable size and that each letter is well-formed.

- **Spelling errors**

In the translation tasks, students may achieve marks for Response to stimulus (AO2) despite inaccurate spelling (including accents and cases), providing that the meaning is appropriately transferred. Spelling errors are accounted for under Linguistic knowledge and accuracy (AO3) of the translation mark schemes. Digits instead of number words will be accepted.

- **Crossed out work**

If a response is crossed out and replaced, it is the replacement that will be considered as the student’s answer, even if the crossed-out word is more accurate than its replacement. If a response is crossed out and not replaced, examiners will still consider it if it is creditable.

Overview of exemplars

Foundation tier Question 4: Translation

Exemplar	AO2 mark (out of 6)	AO3 mark (out of 4)	Overall mark (out of 10)
A	4	4	8
B	4	3	7
C	3	3	6
D	2	2	4

Higher tier Question 3: Translation

Exemplar	AO2 mark (out of 6)	AO3 mark (out of 4)	Overall mark (out of 10)
E	6	3	9
F	5	3	8
G	3	2	5
H	2	1	3

Foundation tier Question 4: Translation

Mark scheme

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

- 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		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5-6	The meaning of the original language is appropriately transferred; only the occasional message may be unclear or incomplete.	4	Vocabulary and grammatical structures are generally accurate; some minor errors, there may be an occasional major error.
3-4	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	3	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1-2	The meaning of limited parts of the original language is appropriately transferred; messages are frequently unclear and/or incomplete.	2	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.	1	Minimal instances of accurate vocabulary and grammatical structures; errors throughout, most of them major.
		0	No rewardable material.

Exemplar A

Translate the following five sentences into Spanish.

a) I have a big family.

tengo un familiar grande

b) My mother has green eyes.

mi madre tiene ojos verde

c) She works in an office in the town centre.

trabaja en un oficina en un ~~pueblo~~ centro del Pueblo

d) I get on very well with my cousins.

me llevo super bien con mi primos

e) Last week we went camping near the beach.

la semana pasada fuimos el campo cerca de la playa

Examiner commentary A

Total marks: 8 out of 10 marks	
Response to stimulus (AO2): 4 out of 6 marks	Linguistic knowledge and accuracy (AO3): 4 out of 4 marks
Some parts of the language are appropriately transferred, such as in sentences (b), (c), and (d). A couple of messages are unclear or incomplete, such as in sentence (a) where the additional letter 'r' on the end of 'familiar' impacts understanding, and the use of 'el campo' instead of 'camping' in (e).	Vocabulary and grammatical structures are generally accurate. There are some minor errors e.g. the accent on 'super', incorrect gender of 'un oficina', and missing plural in 'mi primos', but there are no major errors (which are not already accounted for under the mark for Response to stimulus (AO2).

Exemplar B

Translate the following five sentences into Spanish.

a) I have a big family.

Tengo familia grande.

b) My mother has green eyes.

Mi madre tiene ojos verdes.

c) She works in an office in the town centre.

trabaja en el oficina en el centro de pueblo.

d) I get on very well with my cousins.

con mis primos.

e) Last week we went camping near the beach.

el semana pasada fuimos^o cerca de playa.

Examiner commentary B

Total marks: 7 out of 10 marks	
Response to stimulus (AO2): 4 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) and (b) and (c) are fully communicated. Sentences (d) and (e) are incomplete.	Vocabulary and grammatical structures are sometimes accurate. There is a major error with the verb in sentence (c) i.e. 'trabaje' instead of 'trabaja'. Some key vocabulary is not known in sentence (d) 'muy bien' and in (e) 'camping', but these omissions are accounted for under the Response to stimulus (AO2) mark.

Exemplar C

Translate the following five sentences into Spanish.

a) I have a big family.

Tengo una familia grande

b) My mother has green eyes.

Mi madre tiene ojos verdes

c) She works in an office in the town centre.

ella trabaja en el office en el pueblo

d) I get on very well with my cousins.

me llevo bien con mi tío

e) Last week we went camping near the beach.

La semana pasada fuimos a el campo

Examiner commentary C

Total marks: 6 out of 10 marks	
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) and (b) are fully communicated. The message sometimes breaks down, as in sentence (c) due to the use of the English word 'office', and a missing word 'centre'. An incorrect message is conveyed in (d), as the student uses the word for 'uncle' instead of 'cousins'. In sentence (e) the message is incomplete due to the missing activity and place.	Vocabulary and grammatical structures are sometimes accurate. Some minor errors are present e.g. the omission of the indefinite article in 'los ojos', inaccurate spelling of 'ella' etc. Omitted or incorrect words are already accounted for under the Response to stimulus (AO2) mark.

Exemplar D

Translate the following five sentences into Spanish.

a) I have a big family.

tengo una familia grande

b) My mother has green eyes.

mi madre tiene ojos verdes

c) She works in an office in the town centre.

.....

d) I get on very well with my cousins.

.....

e) Last week we went camping near the beach.

.....

Examiner commentary D

Total marks: 4 out of 10 marks	
Response to stimulus (AO2): 2 out of 6 marks	Linguistic knowledge and accuracy (AO3): 2 out of 4 marks
The meaning of limited parts of the original language is transferred. Only two of the required five messages are conveyed. Since over half of the messages are not attempted, the response is frequently incomplete and a mark any higher than 2 for Response to stimulus (AO2) would be inappropriate.	Vocabulary and grammatical structures are limited in accuracy due to the lack of response in three of the five sentences. A mark any higher than 2 overall would be inappropriate despite the accuracy shown in (a) and (b).

Higher tier Question 3: Translation

Mark scheme

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		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5-6	The meaning of the original language is consistently and appropriately transferred; any lack of clarity is rare.	4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.	3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
0	No rewardable material.	1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
		0	No rewardable material.

Exemplar E

3 Translate the paragraph into Spanish.

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 para un mes. Es un lugar bonito cerca de la costa. Pienso que ~~las facilidades~~ ^{instalaciones} son buenos porque tiene una piscina. El última vez ~~nadaré~~ nadé ~~en~~ todo el día. El próximo año alojamos en otro pueblo ver más del barrio

Examiner commentary E

Total marks: 9 out of 10 marks	
Response to stimulus (AO2): 6 out of 6 marks	Linguistic knowledge and accuracy (AO3): 3 out of 4 marks
The meaning of the original language is consistently and appropriately transferred. Lack of clarity is rare. The term 'barrio' isn't quite the same as 'surrounding area' but is acceptable as an alternative translation.	Vocabulary and grammatical structures are generally accurate. Errors are mostly minor such as the spelling of mes ('mez') and the agreement of 'buenos' with 'instalaciones'. The future form of 'alojarse' is inaccurate.

Exemplar F

3 Translate the paragraph into Spanish.

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 ~~amos~~ a un camping por un mes. Es un lugar bonita cerca de la costa. Pienso que las instalaciones son buenas porque tenía una piscina. El último vez nadé por toda el día. El ~~próximo~~ próximo año alojemos en una otro pueblo para ver más medioambiente

Examiner commentary F

Total marks: 8 out of 10 marks	
Response to stimulus (AO2): 5 out of 6 marks	Linguistic knowledge and accuracy (AO3): 3 out of 4 marks
The meaning of the original language is appropriately transferred. The idea that the campsite has a swimming pool has been conveyed using a past time frame which creates a little ambiguity. The use of 'medioambiente' doesn't convey the same idea as surrounding area, and so a mark is lost there.	Vocabulary and structures are generally accurate. Minor errors occur such as incorrect gender and adjectival agreements. Major errors are rare, but there are two significant errors with verbs which affect accuracy e.g. the future form of 'alojarse'.

Exemplar G

3 Translate the paragraph into Spanish.

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 campo para un mes. Esta
unos lugares bonitos cerca del mar. Pienso que las
instalaciones es bien porque tiene una piscina.
El último vez nadé todo el día. El próximo año
alojamos quedamos en un pueblo otra vez más medio
viente.

Examiner commentary G

Total marks: 5 out of 10 marks	
Response to stimulus (AO2): 3 out of 6 marks	Linguistic knowledge and accuracy (AO3): 2 out of 4 marks
The meaning of most of the original language is appropriately transferred. An occasional message is unclear e.g. the use of 'campo' for 'camping' and 'lugares' for 'lugar'.	Vocabulary and grammatical structures are sometimes accurate. The fourth sentence is the only sentence communicated without significant error. Major errors include those with verbs e.g. 'es bien' for 'son buenas' and vocabulary choices e.g. 'medio viento'. In addition, the future form of 'alojarse' is inaccurate.

Exemplar H

3 Translate the paragraph into Spanish.

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 el campo para un me. Esta lugar bonito cerca de un costa. Pienso que ~~las instalaciones~~ ^{las instalaciones} son buenos porque tiene un piscina. ~~nadé~~ ^{nadé} cada día. El proximo ano alojare ~~en~~ ^{re} en un otro pueblo ver mas del barrio.

Examiner commentary H

Total marks: 3 out of 10 marks	
Response to stimulus (AO2): 2 out of 6 marks	Linguistic knowledge and accuracy (AO3): 1 out of 4 marks
The meaning of some parts of the original language is conveyed (i.e. in the second, third and fifth sentences), but the message sometimes breaks down or is incomplete i.e. in the first sentence (where the idea of 'campsite' is not communicated), and fourth incomplete sentence, where 'cada dia' also has a different meaning to the question text.	Accuracy in vocabulary and grammatical structures is limited, with frequent errors both major (e.g. the missing 's' on 'me' in the first sentence, 'alojare'), and minor (e.g. 'de un costa', 'un piscina', 'proximo ano' etc.).

Appendix – Mark scheme 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).

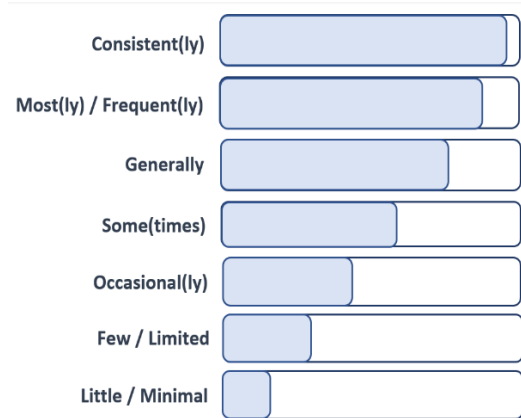
Minor errors – inaccurate but do not prevent meaning	
Spelling (slight)	Voy a colegio en bicicletta .
Gender	Trabaja en un oficina en la centro.
Accents (missing)	Estudio ingles y espanol.
Contractions	Mi colegio está cerca de el hospital.
Word order (incorrect)	Hacer deberes es no divertido.
Mother-tongue interference	Vivo en una bonita casa. Me llamo Ana y soy 15 años.
Adjective agreement	Hay un lago pequeña. La camiseta es blanco.
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 fútbol 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.

Differentiation terms within the mark scheme

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.