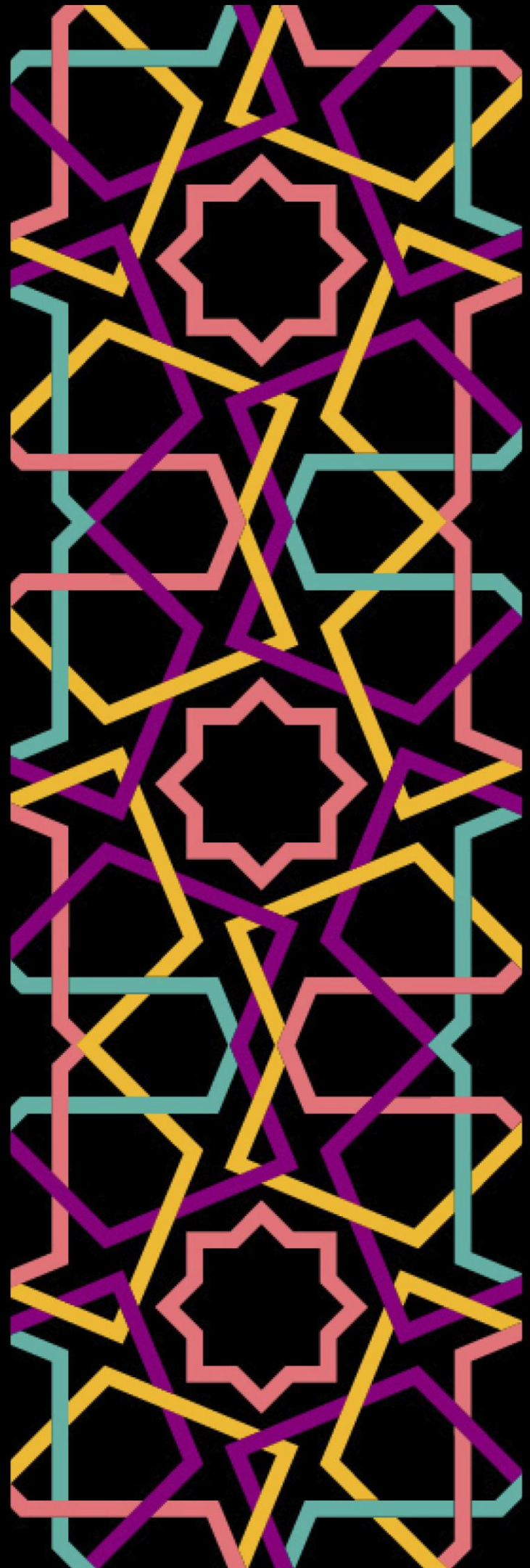




Pearson
Edexcel

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

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for each open-response question of the Paper 4, Writing.

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 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 over 500 samples of student work across the three languages of French, German and Spanish, we have shone a spotlight on a few specific points:

- **‘Equal credit’ for use of language outside of the vocabulary and grammar lists**

To fulfil tasks, students are only required to use vocabulary and grammar included in the vocabulary and grammar lists of the specification. If they **correctly** use language outside of the vocabulary and grammar lists, they receive the same (but no extra) credit. For example, in **Spanish commentary D**, the words ‘anticuado’ and ‘entretenido’ are given as examples of variety in vocabulary under AO3. Whilst these words are not on the vocabulary list, they are credited in the same way as words included in the vocabulary list e.g. if the student had used ‘antiguo’ and ‘divertido’.

All **incorrect** language will be treated in the same way, regardless of whether or not it is included in the vocabulary and grammar lists. For example, in **Spanish commentary G**, the inclusion of the word ‘casada’ in the phrase ‘irémos de comprás porque ella casada el mes próximo’ impacts comprehensibility under AO2 since the sentence as a whole is not fully clear. Therefore, despite the fact that ‘casada’ is not included in the vocabulary list, its inclusion impacts comprehensibility in the same way as any adjective on the vocabulary list would do, if used incorrectly.

- **‘Addressed’**

The mark scheme guidance states that, ‘a bullet point in a task is considered addressed if there is evidence of a response to it’. It is important to note that the response must be both relevant and comprehensible for it to be considered as ‘evidence’ and therefore considered to be addressed.

For example, in **Spanish commentary D**, the student fails to address the final bullet point due to confused messaging and incorrect use of a phrase in the sentence ‘Todos los dias al fin al cabo...’. This means that the candidate has only clearly addressed three of the four bullet points required by the question.

- **Short responses**

If students produce short responses which fall well below the minimum recommended length, they are likely to be self-limiting in terms of marks. It is possible that they will not address all of the bullet points or show a high level of development or variety.

For example, in **Spanish commentary E**, the student only writes 44 words out of a recommended 80 to 90 words. The student only responds to two of the bullet points and because of the brevity of the response, the student is not able to fully demonstrate their ability to develop ideas (AO2) or use a variety of language (AO3).

Overview of exemplars

Foundation tier Question 2

Response	AO2 mark (out of 9)	AO3 mark (out of 5)	Overall mark (out of 14)
A	9	5	14
B	2	2	4

Foundation tier Q3 / Higher tier Q1

Response	AO2 mark (out of 13)	AO3 mark (out of 5)	Overall mark (out of 18)
C	12	5	17
D	9	3	12
E	4	2	6

Higher tier Question 2

Response	AO2 mark (out of 17)	AO3 mark (out of 5)	Overall mark (out of 22)
F	14	5	19
G	10	3	13
H	4	1	5

Foundation tier Question 2

Mark scheme

This question contains three bullet points that form part of the task. Students are expected to produce 40–50 words for this task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
7-9	<ul style="list-style-type: none"> All three bullet points addressed Some development of ideas Most of the response is comprehensible; some messages may be unclear. 	5	<ul style="list-style-type: none"> Some variety of vocabulary and phrases Simple grammatical structures with some variety, some linking of sentences with conjunctions Some accurate language, mostly minor errors.
4-6	<ul style="list-style-type: none"> Two or more bullet points addressed Limited development of ideas Some parts of the response are comprehensible; the message sometimes breaks down. 	3-4	<ul style="list-style-type: none"> Limited variety of vocabulary and phrases Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions Limited accurate language; errors occur, some of which may be major.
1-3	<ul style="list-style-type: none"> One or more bullet point addressed Little or no development of ideas Few parts of the response are comprehensible; the message often breaks down. 	1-2	<ul style="list-style-type: none"> Minimal variety of vocabulary and/or phrases in isolation Minimal use of simple grammatical structures, likely to be repetitive Minimal accuracy in the language, frequent errors both major and minor.
0	<ul style="list-style-type: none"> No rewardable material. 	0	<ul style="list-style-type: none"> No rewardable material.

Student response A

b) Write an article about tourist places where you live.

You must include the following points:

- description of a tourist place in your area
- your opinion of this place
- where you will visit in future.

Write your answer **in Spanish**. You should aim to write between 40 and 50 words.

En mi ciudad hay un estadio grande y moderna. En el estadio hay un museo y es muy moderna. ~~No obstante~~ También hay un centro comercial. Crear es muy divertido pero hay muchas personas. En el futuro voy a visitar a España, y voy a ver los ~~los~~ monumentos históricos, y ~~saco muchos fotos~~. ~~¡que bien!~~ voy a sacar muchos fotos, ¡que ~~bien!~~ ^{bien!}

Examiner commentary A

Total marks: 14 out of 14 marks	
Response to stimulus (AO2): 9 out of 9 marks	Linguistic knowledge and accuracy (AO3): 5 out of 5 marks
<ul style="list-style-type: none"> All three bullet points are addressed, and the response successfully fulfils the requirements of the task. The response sits in the 7-9 mark band for coverage. There is some development of ideas, firstly in the description of the stadium. We are told that the stadium, which is big and modern, has a modern museum and a shopping centre. The student gives an opinion, saying that they think the place is fun which is followed by a brief comment that there are many people. The third bullet point is developed by describing two activities that the candidate will do during the visit to Spain. For development, the 7-9 mark band is the best fit. Every message in the response is clear and thoroughly comprehensible. For comprehensibility, the 7-9 mark band is the most suitable. <p>The best-fit approach results in this response being placed at the top of the 7-9 mark band for response to stimulus with a mark of 9. The student did everything required to achieve the top mark for this answer.</p>	<ul style="list-style-type: none"> There is some variety of vocabulary. The student uses a series of appropriate words for the context, to describe and give opinions, e.g. 'ciudad', 'estadio', 'museo', 'centro commercial', 'grande', 'moderna', 'divertido', and 'historicos'. There are a variety of verbs used as well, e.g. 'hay', 'es', 'creo' and 'voy a visitar/ver'. Vocabulary such as 'sacar,' which is not in the vocabulary list, is given equal (but not extra) credit for variety. The response sits in mark band 5 for variety. There is some variety of grammatical structures. The candidate efficiently uses the present tense and future events are well handled by the use of 'ir' plus suitable infinitives, e.g. 'En el futuro voy a visitar a España y voy a ver los monumentos historicos'. There are some links between sentences and clauses, e.g. 'Tambien hay un centro commercial. Creo que es muy divertido pero hay muchas personas'. For variety of grammar, mark band 5 is appropriate. There is some accurate language throughout with just a few minor errors and omissions that do not hinder clarity in any way, for example a few missing accents, a spelling error in 'commercial' and an incorrect adjectival agreement in 'moderna'. For accuracy, the response sits within mark band 5. <p>The best-fit approach results in this response being placed in mark band 5 for linguistic knowledge and accuracy. Despite a few minor errors the student has presented some variety of accurate language.</p>

Student response B

b) Write an article about tourist places where you live.

You **must** include the following points:

- description of a tourist place in your area
- your opinion of this place
- where you will visit in future.

Write your answer in **Spanish**. You should aim to write between 40 and 50 words.

• En mi ciudad es un muy turístico. Una
turístico attraction es Abetam Park en Potejus
es muy grande y es ~~un~~ muy divertido.

• En mi opinión de Abetam Park es muy
divertido ~~por~~ porque es muy personas

• El año pasado fui a la Francia
con con mi primos, padres y amigos
que igay?

Examiner commentary B

Total marks: 4 out of 18 marks	
Response to stimulus (AO2): 2 out of 9 marks	Linguistic knowledge and accuracy (AO3): 2 out of 5 marks
<ul style="list-style-type: none"> One of the three bullet points is addressed. There is an attempt at the second and third bullet points but they are not successfully communicated due to problems with comprehensibility. The response sits in the 1-3 mark band for coverage. There is an attempt to develop ideas a little, but it is unsuccessful. In the first bullet point we can understand that Agretom Park is very big, despite the poorly communicated 'Una turismo attraction' which begins the sentence. The following attempt at development is unsuccessful due to the use of a word which isn't Spanish; '... y es muy ammusant'. Other attempts at development in the second and third bullet points are not successful because the main idea is also unsuccessful in each case. For development, the 1-3 mark band is the best fit. Few parts of the response are comprehensible, and the message often breaks down e.g., 'En mi ciudad es un muy turisiomo'. The student uses a past time frame to convey a future event. For comprehensibility, the 1-3 mark band is the most suitable. <p>The best-fit approach results in this response being placed at the middle of the 1-3 mark band for response to stimulus with a mark of 2. The student has partially responded to the task, but the response lacks clarity.</p>	<ul style="list-style-type: none"> There is minimal variety of vocabulary. The student uses some appropriate common words for the context and to describe, e.g. 'ciudad', 'muy', and 'grande'. Some other words are used such as 'en mi opinion', 'personas', 'primos', 'padres' and 'amigos'. The response sits in the 1-2 mark band for variety. There is minimal variety of grammatical structures, and some grammar patterns are repetitive e.g. 'es muy grande/ammusant/personas'. The student uses the present tense effectively on one occasion, but the reference to the future is not successful e.g. 'el año passad fui a ir a franciee ...'. There is some attempt at linking using conjunctions such as 'y', 'porque' and 'con', but overall, for variety of grammar the 1-2 mark band is most appropriate. There is minimal accuracy in language with frequent errors both major (e.g. 'es un muy turisiomo', 'es muy ammusant', 'es muy personas', '... fui a ir ...') and minor (e.g. 'porques'). For accuracy, the response sits within the 1-2 mark band. <p>The best-fit approach results in this response being placed in the top of mark band 1-2 for linguistic knowledge and accuracy and being given a mark of 2. There is some attempt to write longer sentences with conjunctions such as 'y', 'porque' and 'con', which is a feature of the 3-4 mark band, hence the mark of 2 instead of 1.</p>

Foundation tier Question 3 / Higher tier Question 1

Mark scheme

This question contains four bullet points that form part of the task. Students are expected to produce 80–90 words for this task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> All four bullet points addressed Frequent development of ideas Response is comprehensible; an occasional message may be unclear. 	5	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language Generally successful use of past, present and future timeframes Generally accurate language; some minor errors, there may be an occasional major error.
8-10	<ul style="list-style-type: none"> Three or more bullet points addressed Some development of ideas Response is generally comprehensible; some messages may be unclear/difficult to understand immediately. 	3-4	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures; occasionally extended sentences Some successful use of past, present and future timeframes Some accurate language; mostly minor errors with some major errors.
5-7	<ul style="list-style-type: none"> Two or more bullet points addressed Occasional, brief development of ideas Some parts of response are comprehensible; the message sometimes breaks down. 	1-2	<ul style="list-style-type: none"> Limited variety of vocabulary and grammatical structures; short, simple sentences Limited success with different timeframes Limited accuracy in the language; frequent errors both major and minor.
1-4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> No rewardable material.
0	<ul style="list-style-type: none"> No rewardable material. 		

Student response C

a) 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.

Mi insti es bastante moderno. Tiene muchos aulas, un polideportivo, una cantina, un salón de actos y muchos campos deportivos. También hay dos pistas de ~~tenis~~ tenis. Desgraciadamente, no tiene una piscina.

A mi me gusta mucho el español. Me encanta hablar la lengua y me ayuda cuando voy de vacaciones en España. No me gusta nada la geografía dado que es muy aburrida.

Tenemos en nuestro insti mucha suerte por que hay muchas actividades extraescolares. ~~No voy a~~ ~~ninguna~~ Jugué al fútbol y también escribí una carta en inglés.

Después del colegio no tengo muchos planes dado que tengo exámenes importantes en mayo y junio así que voy a descansar.

Examiner commentary C

Total marks: 17 out of 18 marks	
Response to stimulus (AO2): 12 out of 13 marks	Linguistic knowledge and accuracy (AO3): 5 out of 5 marks
<ul style="list-style-type: none"> All four bullet points are addressed, and the response successfully fulfils the requirements of the task. Even though the student does not include time phrases in their response to bullet points three and four, for example 'la semana pasada' or 'esta semana', they still answer the question in a feasible way. The response sits in the 11-13 mark band for coverage. There is frequent development of ideas, particularly in the first two bullet points where we are given a number of details about what school is like and the opinions about school are clearly justified. There is further development here when the student gives a second opinion and justification. The third and fourth bullet points also have development which extend upon the main ideas presented. For development, the 11-13 mark band is appropriate. The response is comprehensible, the inclusion of clear timeframes e.g. 'la semana pasada' and 'esta semana' in the third and fourth paragraphs would have made the response clearer. There is also some ambiguity in the incorrect use of the verb 'revisar', but overall the messages are clear. For comprehensibility, the 11-13 mark band is also most suitable. <p>The best-fit approach results in this response being placed in the middle of the 11-13 mark band for response to stimulus with a mark of 12. The candidate does not achieve a top mark of 13 due to the small lapses in comprehensibility.</p>	<ul style="list-style-type: none"> There is some variety of vocabulary and grammatical structures. The student uses some extended sentences using conjunctions such as 'también', 'dado que', 'por que', and 'así que'. There is some occasional use of complex language e.g. 'me ayuda', and 'tenemos ... mucha suerte'. Words outside of the vocabulary list such as 'desgraciadamente' and 'extraescolares' are used which are given equal (but not extra) credit for variety. The response sits in mark band 5 for variety of vocabulary and grammatical structures. The student successfully uses past, present and future timeframes. The future timeframe is conveyed using a future time indicator with the present e.g. 'Después del colegio ..., tengo exámenes importantes en mayo y junio así que voy a revisar.'. For the use of timeframes, the top mark band of 5 is appropriate. The language used throughout is generally accurate. Errors are minor and do not generally hinder clarity. There are some misspellings e.g., 'por que' for porque (but the meaning is clear in context), and 'planos' for plans. The verbs are secure. For accuracy of language, the response sits in mark band 5. <p>The best-fit approach results in this response being placed in the mark band 5 for linguistic knowledge and accuracy and therefore receives top marks. Despite a few minor errors the student has presented some variety of accurate language and has included some complex vocabulary items and structures.</p>

Student response D

a) 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.

Hola mi amigo !

Mi instituto es muy grande pero anticuado. Sin embargo es práctico. Mi asignatura favorita es el inglés puesto que es bastante interesante y es más fácil que las matemáticas. Creo que ~~en~~ el inglés es ~~mucho~~ más relevante que las matemáticas. En mi instituto la semana pasada soy estudio en español diariamente y que es un poco ~~aburrido~~ fatigante pero es muy importante. Todos los días al fin y al cabo voy a el cine con mi familia puesto que es mi hermanita doce cumpleaños. Será emocionante y un poco entretenido. ~~pero me encanta~~ ~~esta porque es me encanta~~

Examiner commentary D

Total marks: 12 out of 18 marks	
Response to stimulus (AO2): 9 out of 13 marks	Linguistic knowledge and accuracy (AO3): 3 out of 5 marks
<ul style="list-style-type: none"> Three of the four bullet points are addressed. Even though the response to the third bullet point does not specify that the past activity was 'in school', it is still a feasible answer to the question. The final bullet point is not clearly addressed because the message is confused. The response sits in the 8-10 mark band for coverage. There is some development of ideas, particularly in the first two bullet points where we are given a number of details about what school is like. The student also gives details about why English is their favourite subject; it is quite interesting and easier than maths. In the final bullet point we know that the visit to the cinema will be exciting and a little entertaining. For development, the 8-10 mark band is the best fit. The response is generally comprehensible. However, the message about what the candidate did in school last week is a little unclear. Also, the message about what the student will do after school this week is confusing; they start by implying that they will do the same thing at the end of each day in the phrase 'Todos las dias al fin y el cabo' (the latter phrase incorrectly used in this context), but then describe one specific event, i.e. going to the cinema for their sister's birthday. For comprehensibility, the 8-10 mark band is most suitable. <p>The best-fit approach results in this response being placed in the middle of the mark band 8-10 for response to stimulus with a mark of 9. None of the aspects fall into the 11-13 mark band so the candidate does not achieve a higher mark.</p>	<ul style="list-style-type: none"> There is occasional variety of vocabulary and grammatical structures. The student uses some extended sentences using conjunctions such as 'pero', 'sin embargo', and 'y'. There are a few examples of words used outside of the vocabulary list such as 'anticuado' and 'entretenido' which are given equal (but not extra) credit. The response sits in the 3-4 mark band for variety of vocabulary and grammatical structures. There is some successful use of present and future timeframes. The past is unsuccessful despite the use of the past time indicator, 'La semana pasada soy estudio español...'. The final bullet point begins with a present idea, 'todos los dias', but then the use of 'será' indicates that the cinema trip is a future activity and so presents some ambiguity. For the use of time frames, the 3-4 mark band is appropriate. There is some accurate language used. Errors are mostly minor. There are some misspellings e.g. 'insituto', 'asignitura', 'interesante', and 'emocionate'. There are some major errors e.g. '... es mi hermana doce cumpleaños'. For accuracy of language, the response sits in the 3-4 mark band. <p>The best-fit approach results in this response being placed at the bottom of the 3-4 the mark band for linguistic knowledge and accuracy with a mark of 3. This is due to some ambiguity in the use of time frames and some major errors. Despite this, the student has presented some accurate language.</p>

Student response E

a) 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.

Hola rosa! ~~En~~ Mi insituto ~~me gusta~~
~~mañana~~ ~~vez~~ ~~educacion~~ ~~fisica~~ es muy grande y
 estricta. Mi favorito education es la education de
 fisica y ~~odia~~ ~~Matin~~ el teatro visto
 que es ^{Desmasiado Fatigante} ~~muchy~~ ~~estricto~~. El la semana yo
 bebo carne y vivo cafe - ~~la semana~~ yo la
 education de fisica es Menos jatal luego teatro.

Examiner commentary E

Total marks: 6 out of 18 marks	
Response to stimulus (AO2): 4 out of 13 marks	Linguistic knowledge and accuracy (AO3): 2 out of 5 marks
<ul style="list-style-type: none"> Two of the four bullet points are addressed, and the task is partially completed. The second bullet point does have some lack of clarity when the student says that their favourite 'educati3n' is PE, but since this is followed by a clear opinion and reason about not liking drama it is accepted. The response sits in the 5-7 mark band for coverage. There is occasional, brief development of the limited number of ideas included in the response. In addition to knowing that the school is very big we are told that it is strict. We also have development about school subjects in where the student mentions that PE is less terrible than drama. Because of the brevity of the response, the student was not able to demonstrate their ability to develop ideas sufficiently for a mark band higher than 1-4. Limited parts of the response are comprehensible. The message about PE being the favourite education is a little unclear because we are not entirely sure that the student is writing about subjects. The sentence containing the message about meat and coffee/café breaks down completely. For comprehensibility, the 1-4 mark band is most suitable. <p>The best-fit approach results in this response being placed at the top of the 1-4 mark band for response to stimulus with a mark of 4. The student writes four sentences with only one of them clearly communicated and there is brief development of ideas.</p>	<ul style="list-style-type: none"> A limited variety of vocabulary and grammatical structures is displayed due to the short length of the response, but the student can be credited for use of words such as 'estricto' and 'carne'. There is some repetition of vocabulary with 'es', 'education de fisica' and 'teatro'. There is a little evidence of extended sentences using 'y' and 'visto que' (although the latter is not included in the vocabulary list, it is given equal credit). The response sits in the 1-2 mark band for variety of vocabulary and grammatical structures. The student writes using the present tense only and there is no attempt to use a different timeframe. For the use of timeframes, the 1-2 mark band is appropriate since the response shows the student can successfully use present tense. There is limited accuracy in the language used. There are frequent major errors e.g. 'Mi favorito educati3n es la education de fisica', 'El la semana yo bebo carne y vivo caf3' and the use of 'luego' for 'que' in the final sentence. Minor errors are also present e.g. misspellings such as 'insituto', 'education', and 'desmasiado'. For accuracy of language, the response sits in the 1-2 mark band. <p>The best-fit approach results in this response being placed at the top of the 1-2 mark band for linguistic knowledge and accuracy with a mark of 2. This is because there is a fully communicating sentence and a clause which attempts to use more sophisticated language, '... odio el teatro visto que es demasiado...', for which the candidate should be rewarded.</p>

Higher tier Question 2

Mark scheme

This question contains four bullet points that form part of the task. Students are expected to produce 130–150 words for this task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
14-17	<ul style="list-style-type: none"> All four bullet points addressed Consistent development of ideas Response is easily comprehensible; it is rare that the message is not immediately clear. 	4-5	<ul style="list-style-type: none"> A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language Consistently successful use of past, present and future timeframes Consistently accurate language; any errors are minor.
11-13	<ul style="list-style-type: none"> All four bullet points addressed Frequent development of ideas Response is comprehensible; the occasional message may be unclear. 	2-3	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, some extended sentences; some complex language Some successful use of past, present and future timeframes Generally accurate language; mostly minor errors, occasional major errors.
8-10	<ul style="list-style-type: none"> Three or more bullet points addressed Some development of ideas Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately. 	1	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language Occasional success with past, present and future timeframes Some accurate language; frequent errors, some of them major.
5-7	<ul style="list-style-type: none"> Two or more bullet points addressed Occasional, brief development of ideas Some parts of the response are comprehensible; the message sometimes breaks down. 	0	<ul style="list-style-type: none"> No rewardable material.
1-4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> No rewardable material. 		

Student response F

b) Write a blog about how you normally spend your time.

You must include the following points:

- the people you like spending time with
- the pros and cons of having a big group of friends
- the last time you went out with family or friends
- what you will do at home next week.

Write your answer in Spanish. You should aim to write between 130 and 150 words.

¡Hola!

Para mí me chilla pasar tiempo con mis mejores amigos por dos razones. ~~Lo primero~~ La primera es que ~~son~~ me llevo muy bien con ellos. La ~~es~~ segunda es que mis hermanos me molestan cada día ya que no soy alto como ellos.

* Por otro lado

Lo bueno de tener un grupo de amigos grande es que si hay ~~alguien~~ ~~alguien~~ ~~un~~ un amigo que está ~~ocupado~~ ~~es~~ ocupado se puede ~~ir~~ salir con amigos ya que hay tantos. Sin embargo, lo peor de tener un grupo de amigos muchos amigos es que algunos pueden ser falsos. Esto lo que quiero decir es que no son amigos verdaderos ya que en ~~actualmente~~ ~~no~~ ~~podían~~ ~~salir~~ ~~con~~ ~~tú~~.

La última vez que salí con mi familia fue el día antes de ayer. Fuimos ~~ha~~ a un restaurante ~~mejor~~ ^{muy} caro ya ~~que~~ ^{que} era el cumpleaños de mi padre. Pasamos un tiempo genial. ~~La comida~~ El primer plato era bastante rico pero el segundo plato fue la cena de los sueños. ¡Ay

querico era! Sin embargo, el postre era horrible. Geo que tenía marisco y preguntamos al camarero si era parte del postre. Nos dice que era parte del postre y cuando lo comí casi vomité! ¡Que asco!

La semana que viene, tengo ganas de ir a ~~la piscina~~ al cine para ver un película nueva, sin embargo ^{el cine} es bastante lejos.

Si tuviera el dinero me gustaría ir de compras con mi padre para comprar regalos desde la ~~joya~~ joyería para el cumple de mi madre y invitar a mis bisabuelos para pasar el fin de semana y disfrutar el pastel que mi hermana ~~va a~~ va a comprar desde la pastelería y el cumpleaños de mi mamá. tiene que
su hija mayor

Examiner commentary F

Total marks: 19 out of 22 marks	
Response to stimulus (AO2): 14 out of 17 marks	Linguistic knowledge and accuracy (AO3): 5 out of 5 marks
<ul style="list-style-type: none"> • Three of the four bullet points are clearly addressed. The fourth bullet point is slightly ambiguous. They write about what they would do (future intention) if they had the money, but also write about celebrating a birthday which would presumably be at home. In this instance we can give the candidate the benefit of the doubt and consider the bullet point addressed. The response could technically sit in either the 11-13 or 14-17 mark bands for coverage, depending on the other two criteria, though the lower of these may be more appropriate. • There is consistent development of ideas. There are a number of developed ideas and opinions for each bullet point throughout the response and the 14-17 mark band is the best fit for development. • The response is easily comprehensible throughout although sometimes expression is a little clumsy e.g. 'ya que en actualmente a ellos odián salir con tú'. For comprehensibility, the 14-17 mark band is the most suitable. <p>The best-fit approach results in this response being placed at the bottom of the 14-17 mark band for response to stimulus, with a mark of 14. This is largely because of the lack of clarity in reference to an activity that will take place at home next week.</p>	<ul style="list-style-type: none"> • There is a wide variety of vocabulary and grammatical structures. The student can express ideas confidently using many different structures and no repetition. There are frequent extended sentences using different conjunctions e.g. 'ya que', 'pero', 'sin embargo'. There is frequent use of complex language e.g., 'no soy alto como ellos', 'se puede salir con amigos ya que hay tantos', 'tengo ganas de ir al cine', and 'si tuviera el dinero...' etc. The response sits in band 4-5 for variety of vocabulary and grammatical structures. • The student writes confidently using past, present and future timeframes. There are occasional errors with verbs and timeframes, such as the use of 'nos dicé', but the overall impression is that the student can consistently use different timeframes. For the use of timeframes, the 4-5 mark band is appropriate. • There is consistently accurate language, and any errors (apart from the tense error which is already accounted for above) are minor such as spelling errors e.g. 'carro', and 'ha'. Spelling errors in words outside of the vocabulary list such as 'ocupado' equally impact the overall accuracy of the response. For accuracy of language, the response sits in the 4-5 mark band. <p>The best-fit approach results in this response being placed at the top of the 4-5 mark band for linguistic knowledge and accuracy. There is a wide variety of language and timeframes used.</p>

Student response G

b) Write a blog about how you normally spend your time.

You **must** include the following points:

- the people you like spending time with
- the pros and cons of having a big group of friends
- the last time you went out with family or friends
- what you will do at home next week.

Write your answer in **Spanish**. You should aim to write between 130 and 150 words.

Todos los días, al insti, siempre hablo con mis amigos puesto que están en mis clases pero siempre están lejos de ^{en clase} mí. ¡Que lástima! Mi mejor amiga se llama Anaya y a veces, vamos al parque después el insti y hablamos para muchas horas.

Tengo una grupa de amiga grande y a veces es chula pero de vez en cuando me fastidian mucho. Este porque nunca me escuchan y quieren ir al cine pero ~~quiero~~ ir no tengo tiempo. Sin embargo, cuando es mi cumpleaños, me dan muchos regalos. ¡Me ~~encantan~~ encantarlos!

La semana pasada, ~~salgo~~ ~~sa~~ mis padres y yo salimos a la playa por la tarde puesto que ~~mi padre~~ fue ~~en~~ ~~los~~ el cumpleaños de mi padre. Comimos un pastel de chocolate y fue lo mejor cosa he comiendo. Luego, ~~vuelvamos~~ volvieron a casa y miramos una película de acción. ¡Que ~~¡Fue~~ ~~ser~~ mucho suerte! ¡Lo pase bomba!

~~La semana~~ El fin de semana próxima, mi hermana y yo ~~com~~ iremos de compras porque ella casada el mes próximo así que, necesito un ~~vestido~~ vestido rosa. Luego, mi hermana volverá ~~en~~ a casa y mis

Amigos van al centro de comercial y comeremos en un
restaurante de cinco estrellas ~~es~~ porque ~~es~~ sería mi mejor
~~amigo~~ el cumpleaños de mi mejor amiga. Me comprando ~~en~~
muchas ropas y maquillaje. ¡Tengo ganas!

Examiner commentary G

Total marks: 13 out of 22 marks	
Response to stimulus (AO2): 10 out of 17 marks	Linguistic knowledge and accuracy (AO3): 3 out of 5 marks
<ul style="list-style-type: none"> • Three of the four bullet points are addressed. The fourth bullet point does not mention what the student will do at home next week. They write about a shopping trip and then a trip to a shopping centre and eating out with friends. The response sits in the 8-10 mark band for coverage. • There is consistent development of ideas. There are a number of developed ideas and opinions for each bullet point throughout the response and the 14-17 mark band is the best fit for development. • The response is comprehensible, with an occasional message which may be unclear e.g. 'me encantarlos', 'fue lo mejor cosa he comiendo', and 'irémos de comprás porque ella casada el mes próximo'. Despite the adjective 'casada' being outside of the vocabulary list, it's inclusion here equally impacts comprehensibility negatively, since a verb rather than adjective is required here. For comprehensibility, the 11-13 mark band is the most suitable. <p>As only three bullet points have been addressed, the maximum mark which can be awarded for response to stimulus is 10 marks, the top of the 8-10 mark band. This is because of the lack of coverage of the fourth bullet point (an activity that will take place at home next week).</p>	<ul style="list-style-type: none"> • There is a wide variety of vocabulary and grammatical structures. The student uses many different structures and items of vocabulary without repetition. There are frequent extended sentences using different conjunctions e.g., 'pero', 'porque', 'así que'. There is some use of complex language e.g. 'me dan muchos regalos'. The response sits in band 4-5 for variety of vocabulary and grammatical structures. • There is some successful use of past, present and future timeframes. There are some errors with verbs and timeframes e.g. 'me encantarlos', 'fue' for era, 'he comiendo', 'volvieron', 'volverá', 'sería', and 'he comprando' etc. For the use of timeframes, the 2-3 mark band is appropriate. • Language is generally accurate with mostly minor errors such as use of plurals and misspellings e.g. 'tengo una grupa de amiga', and 'centro de comercial'. There are also occasional major errors e.g. 'este porque nunca me escuchan', 'me encantarlos', 'fue lo mejor cosa he comiendo', 'he comprando muchas ropas...'. 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 wide variety of language, but timeframes are not always used successfully. The overall impression is of a generally accurate piece of writing.</p>

Student response H

b) Write a blog about how you normally spend your time.

You must include the following points:

- the people you like spending time with
- the pros and cons of having a big group of friends
- the last time you went out with family or friends
- what you will do at home next week.

Write your answer in Spanish. You should aim to write between 130 and 150 words.

En mi familia seis personas.
mi madre, me parece
hermano mayor, hermana menor,
tío y tía. a mi modo de
ver mi tía es preciosa y
un poco impresionante. Solo
con mi tía en el en la playa
todo que es hace sol. me
preferio sol lo mejor es que es
simpatico. En resumen me gusta
me gusta persona en me gusta
me gusta cumpleaños
con mi tía y tío.
que bien para empezar
bebidas

Examiner commentary H

Total marks: 5 out of 22 marks	
Response to stimulus (AO2): 4 out of 17 marks	Linguistic knowledge and accuracy (AO3): 1 out of 5 marks
<ul style="list-style-type: none"> One of the four bullet points is partially addressed. The student mentions how many people are in their family and lists them. There is then a focus on the aunt and the student writes that they go to the beach with her. Although not directly stated, we might infer that this is someone that the student likes to spend time with, though it's not explicitly stated. The response sits in the 1-4 mark band for coverage. There is limited development of ideas. We are told that the aunt is the student's favourite person and they go bowling and for food/drink with her and an uncle annually. However, there are issues with the clarity of these ideas. As development is only related to the first bullet point, the response is limited to the 1-4 mark band for development. Some parts of the response are comprehensible. Sometimes the message breaks down e.g., 'Me preferio sol lo mejor es que es simpatico'. For comprehensibility, the 5-7 mark band is the most suitable. <p>The best-fit approach results in this response being placed at the top of the mark band 1-4 for response to stimulus, with a mark of 4. The student gives a number of ideas based around the first bullet point and some parts of the response are comprehensible.</p>	<ul style="list-style-type: none"> There is occasional variety of vocabulary and grammatical structures with an occasional extended sentence e.g. 'mi tia es precioso y un poco...' and 'Salgo con mie tia en a la playa dado que es hace sol'. There are terms used which, although are outside of the vocabulary list, are given equal (but not extra) credit e.g. 'a mi modo de ver', 'impresionante', 'en resumen' etc. These examples would be given the same credit if replaced with similar words from within the vocabulary list. Despite this, the brevity of the response prevents the student from demonstrating a wider variety and the response is therefore limited to mark band 1 for variety of vocabulary and grammatical structures. The student writes using the present timeframe only which is sometimes successful and at other times is not successful. There is no attempt to use a different tense. For the use of timeframes, mark band 1 is appropriate. There is some accurate language, but there are frequent errors and some of them are major e.g. 'me anualmente en me cumpleaños voy balera con mi tia y tio'. The first sentence is written without a verb. There is inconsistent use of 'me', 'mi' and we sometimes see 'mie'. There are issues with spelling e.g. 'preferio', 'famrita', 'berbemos'. For accuracy of language, the response sits in mark band 1. <p>The best-fit approach results in this response being placed in mark band 1 for linguistic knowledge and accuracy. There is occasional variety of language, only one timeframe used which is sometimes unsuccessful and some major errors in accuracy.</p>

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** may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A **major error** prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Spelling (slight)	Voy a colegio en biciletta.	Spelling (significant)	Me gusta beber aqua.
Gender	Trabaja en un oficina en la centro.	Relative pronouns	Mi jardín, quien tiene flores, es grande.
Accents (missing)	Estudio ingles y espanol.	Accents (incorrect)	Tengo un trabajó en un supermercado.
Contractions	Mi colegio está cerca de el hospital.	Vocabulary	Mi amiga canta muy bueno.
Word order (incorrect)	Hacer deberes es no divertido.	Constructions	No llevo bien con mi hermana. En invierno siempre es mucho frío.
Mother-tongue interference	Vivo en una bonita casa.	Mother-tongue interference	Me llamo Ana y soy 15 años.
Adjective agreement	Hay un lago pequeña. La camiseta es blanco.	Tenses (inappropriate)	Esta noche voy a veo una película en casa

Major errors – prevents meaning being conveyed	
Verb agreement	Mi amigo juego al fútbol todos los días.
Spelling (misleading)	Me gusta la nación y baloncesto.
Tenses (incorrect)	El sábado pasado iré al cine con amigos.
Incorrect verb formation	Podo ir de compras esta tarde. Sabo que es muy interesante.
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 prepararse para su examen.
Mother-tongue interference	Mi hermano's habitación Hay un museum en el pueblo.

Glossary of terms (questions 2 and 3)

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 3 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 that 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:

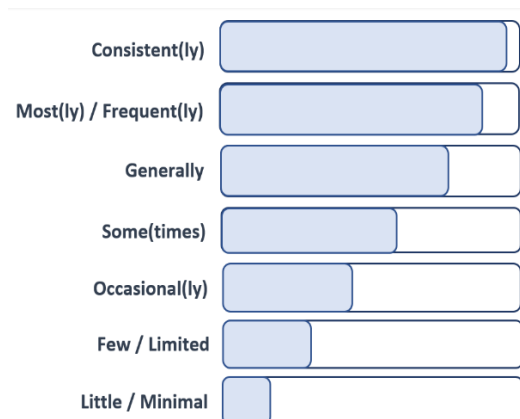
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that 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. Conversely, 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.

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.