



Cambridge IGCSE™

SPANISH

0530/42

Paper 4 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 50

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **34** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

1 General Marking Principles**1.1 Crossing out:**

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.5 Optional questions: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

Question	Answer	Marks
Question 1	<p>Candidates are required to list 8 items in Spanish. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item (e.g. where a candidate has linked two words as in <i>cepillo de dentífrica</i> = 1 tick; however <i>cepillo y dentífrica</i> (candidate intends these as two items) = 2 ticks).</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> • ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer? • Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created. • If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning). • Where letters are transposed, the word is likely to communicate (unless another word has been created). <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> • <i>pantalones, pantalones cortos</i>: award one mark to each item • <i>pantalones pequeños, pantalones azules</i>: award one mark for the first <i>pantalones</i> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>	

Question	Answer		Marks
1	Estás en un hotel. Haz una lista en español de 8 cosas que puedes ver.		5
ACCEPT		REFUSE	
ascensor		llave	
balcón			
cama			
habitación			
maleta			
mapa			
nevera			
piscina			
portero			
recepción			
repcionista			
restaurante			
servicios			
teléfono			
tienda			
Total for Question 1: 5 marks			

Question	Answer	Marks
<p>Question 2</p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 2.1. • Language: award a mark out of 5, according to the instructions in 2.2. 		
2	<p><i>Las fiestas en tu país</i></p> <p><u>2.1: Award a mark out of 10 for Communication</u></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> • Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. • See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. • For language other than verbs, use ‘rules’ in Question 1: look alike, sound alike, etc. • Misplaced adjectives, negatives and adverbs will not usually compromise communication. <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • <i>Ella es alta y delgada y grande y nerviosa. (1 verb, therefore treat as list of 4 items: place one tick over ‘grande’ (third item in list) and another tick over ‘nerviosa’ (fourth item in list))</i> • <i>Ella es alta. Es delgada. Tiene el pelo moreno. (3 verbs therefore each piece of information can score a separate communication mark)</i> 	15

Question	Answer	Marks												
2	<p>(vi) Only reward each piece of information once, e.g. <i>es fantástica</i> cannot score both as description and reason for liking; <i>es fantástica y sus clases son fantásticas</i> can both be rewarded as <i>fantástica(s)</i> describes different nouns; <i>ella me ayuda a hacer mis deberes</i> and <i>me ayuda todos los días</i> can both be rewarded as they each contain a different extra detail (<i>a hacer mis deberes</i> and <i>todos los días</i>).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>													
	<table border="1"> <thead> <tr> <th data-bbox="336 505 456 574">Tick</th> <th data-bbox="456 505 1944 574">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 574 456 676">✓1</td> <td data-bbox="456 574 1944 676">Describe una fiesta de tu país que te gusta. REWARD: any statement relating to a party/festival in the candidate's country</td> </tr> <tr> <td data-bbox="336 676 456 778">✓2</td> <td data-bbox="456 676 1944 778">¿Qué ropa llevas los días de fiesta? REWARD: any statement relating to the clothes that the candidate wears on festive days</td> </tr> <tr> <td data-bbox="336 778 456 880">✓3</td> <td data-bbox="456 778 1944 880">¿Qué haces en un día de fiesta típico? REWARD: any statement relating to what the candidate does on a typical festive day</td> </tr> <tr> <td data-bbox="336 880 456 983">✓4</td> <td data-bbox="456 880 1944 983">¿Con quién prefieres celebrar las fiestas? REWARD: any statement relating to with whom the candidate prefers to celebrate parties/festive occasions</td> </tr> <tr> <td data-bbox="336 983 456 1109">✓5</td> <td data-bbox="456 983 1944 1109">Para los turistas que quieren ver las fiestas, ¿cuál sería el mejor mes del año para visitar tu país? REWARD: any statement relating to which the best month of the year for tourists to visit the candidate's country would be</td> </tr> </tbody> </table>	Tick	Accept	✓1	Describe una fiesta de tu país que te gusta. REWARD: any statement relating to a party/festival in the candidate's country	✓2	¿Qué ropa llevas los días de fiesta? REWARD: any statement relating to the clothes that the candidate wears on festive days	✓3	¿Qué haces en un día de fiesta típico? REWARD: any statement relating to what the candidate does on a typical festive day	✓4	¿Con quién prefieres celebrar las fiestas? REWARD: any statement relating to with whom the candidate prefers to celebrate parties/festive occasions	✓5	Para los turistas que quieren ver las fiestas, ¿cuál sería el mejor mes del año para visitar tu país? REWARD: any statement relating to which the best month of the year for tourists to visit the candidate's country would be	
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Question	Answer	Marks												
2	<p><u>2.2: Award a mark out of 5 for Language</u></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (Appendix 1)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="338 453 1870 1082"> <tbody> <tr> <td data-bbox="338 453 398 619">5</td> <td data-bbox="398 453 1870 619">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="338 619 398 751">4</td> <td data-bbox="398 619 1870 751">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="338 751 398 884">3</td> <td data-bbox="398 751 1870 884">Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="338 884 398 951">2</td> <td data-bbox="398 884 1870 951">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="338 951 398 1018">1</td> <td data-bbox="398 951 1870 1018">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="338 1018 398 1082">0</td> <td data-bbox="398 1018 1870 1082">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>	5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.	2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	0	One or two disjointed words or short phrases may be recognisable.	
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1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.													
0	One or two disjointed words or short phrases may be recognisable.													

Question	Answer	Marks
Question 3		
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:		
<ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1. • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2. award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. 		
For question-specific guidance, see later in this mark scheme.		
<u>3.1: Award a mark out of 10 for Communication</u>		
(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.		
(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).		
2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	
0 ticks	Nothing of worth communicated.	
(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.		
(iv) Add up the ticks to give a mark out of 10 for Communication.		

Question	Answer	Marks																				
<p><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></p>																						
<p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. For question-specific guidance, see later in this mark scheme.</p>																						
<p>(i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). (ii) Place the tick so that it does not obscure the accent/tilde. (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p>																						
<p>Conversion table for accurate use of Verbs (Question 3)</p>																						
<table border="1"> <thead> <tr> <th data-bbox="790 582 1167 654">Number of ticks</th> <th data-bbox="1167 582 1444 654">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="790 654 1167 722">18+</td> <td data-bbox="1167 654 1444 722">8</td> </tr> <tr> <td data-bbox="790 722 1167 791">16, 17</td> <td data-bbox="1167 722 1444 791">7</td> </tr> <tr> <td data-bbox="790 791 1167 860">14, 15</td> <td data-bbox="1167 791 1444 860">6</td> </tr> <tr> <td data-bbox="790 860 1167 928">12, 13</td> <td data-bbox="1167 860 1444 928">5</td> </tr> <tr> <td data-bbox="790 928 1167 997">10, 11</td> <td data-bbox="1167 928 1444 997">4</td> </tr> <tr> <td data-bbox="790 997 1167 1066">8, 9</td> <td data-bbox="1167 997 1444 1066">3</td> </tr> <tr> <td data-bbox="790 1066 1167 1134">6, 7</td> <td data-bbox="1167 1066 1444 1134">2</td> </tr> <tr> <td data-bbox="790 1134 1167 1203">4, 5</td> <td data-bbox="1167 1134 1444 1203">1</td> </tr> <tr> <td data-bbox="790 1203 1167 1257">0, 1, 2, 3</td> <td data-bbox="1167 1203 1444 1257">0</td> </tr> </tbody> </table>			Number of ticks	Mark	18+	8	16, 17	7	14, 15	6	12, 13	5	10, 11	4	8, 9	3	6, 7	2	4, 5	1	0, 1, 2, 3	0
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18+	8																					
16, 17	7																					
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12, 13	5																					
10, 11	4																					
8, 9	3																					
6, 7	2																					
4, 5	1																					
0, 1, 2, 3	0																					

Question	Answer		Marks												
How to award ticks for accurate use of Verbs (Question 3):															
<p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • both subject and verb must be correct for the verb to score a tick • verb must be in the appropriate tense to score a tick • accents on verbs must be correct in order for a tick to be awarded • do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features. 															
<table border="1"> <thead> <tr> <th data-bbox="165 523 698 592">Tick</th> <th data-bbox="698 523 1218 592">No tick</th> <th data-bbox="1218 523 2063 592">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 592 698 660">Yo soy (✓)</td> <td data-bbox="698 592 1218 660"></td> <td data-bbox="1218 592 2063 660"></td> </tr> <tr> <td data-bbox="165 660 698 729">He hecho (✓)</td> <td data-bbox="698 660 1218 729"></td> <td data-bbox="1218 660 2063 729"></td> </tr> <tr> <td data-bbox="165 729 698 823">Los profesores son (✓) amables</td> <td data-bbox="698 729 1218 823">Los profesores son amables (<i>no tick</i>)</td> <td data-bbox="1218 729 2063 823">incorrect subject means tick cannot be awarded for verb</td> </tr> </tbody> </table>				Tick	No tick	Note	Yo soy (✓)			He hecho (✓)			Los profesores son (✓) amables	Los profesores son amables (<i>no tick</i>)	incorrect subject means tick cannot be awarded for verb
Tick	No tick	Note													
Yo soy (✓)															
He hecho (✓)															
Los profesores son (✓) amables	Los profesores son amables (<i>no tick</i>)	incorrect subject means tick cannot be awarded for verb													
Use of gerund															
<table border="1"> <thead> <tr> <th data-bbox="165 922 698 991">Tick</th> <th data-bbox="698 922 1218 991">No tick</th> <th data-bbox="1218 922 2063 991">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 991 698 1059">Estoy escribiendo (✓)</td> <td data-bbox="698 991 1218 1059"></td> <td data-bbox="1218 991 2063 1059">Continuous forms of <i>estar</i> and gerund are awarded 1 tick</td> </tr> <tr> <td data-bbox="165 1059 698 1158">Llevo (✓) dos años estudiando (✓)</td> <td data-bbox="698 1059 1218 1158"></td> <td data-bbox="1218 1059 2063 1158">Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks</td> </tr> </tbody> </table>				Tick	No tick	Note	Estoy escribiendo (✓)		Continuous forms of <i>estar</i> and gerund are awarded 1 tick	Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks			
Tick	No tick	Note													
Estoy escribiendo (✓)		Continuous forms of <i>estar</i> and gerund are awarded 1 tick													
Llevo (✓) dos años estudiando (✓)		Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks													

Question	Answer	Marks
With direct and indirect object pronouns		
Tick	No tick	Note
Juan lo vio (✓)		
Reflexive/passive		
Tick	No tick	Note
Él se levanta (✓)	Él levántase (<i>no tick</i>)	
Ella se ha cortado (✓)		
La puerta estaba (✓) abierta		
Yo me lavo (✓) las manos	Yo me lavo (<i>no tick</i>) el coche	<i>lavar</i> should not be used reflexively in this statement
Impersonal verbs such as <i>gustar, quedar, faltar</i>, etc.		
Tick	No tick	Note
Me gusta (✓) leer (✓)		
Me gusto (<i>no tick</i>) leer (✓)		
Me quedan (✓) diez euros		

Question	Answer	Marks
Impersonal se		
Tick	No tick	Note
Se puede (✓)		
Se habla español (✓)		
Impersonal		
Tick	No tick	Note
Hay (✓) patatas		
Es (✓) interesante		
With negative		
Tick	No tick	Note
No comen (✓)		
Sequence of tenses		
Tick	No tick	Note
Fui (✓) al cine y me gustó (✓) la película	Fui (✓) al cine y me gustaría (<i>no tick</i>) la película	If sequence is incorrect, both verbs cannot be rewarded

Question	Answer	Marks
Single auxiliary with multiple past participles		
Tick	No tick	Note
Hemos cantado (✓) y bailado (✓)		Hemos cantado = tick 1; Hemos bailado = tick 2
Verb which requires preposition		
Tick	No tick	Note
Ayudo (✓) a lavar (✓) el coche		
Ayudo (✓) lavar el coche		preposition is required for <i>lavar</i> to be awarded a tick
Ayudo (✓) con lavar el coche		incorrect use of <i>con</i> means that <i>lavar</i> cannot receive a tick
Verb which requires personal a		
Tick	No tick	Note
Veo (✓) a mi amigo	Veo (<i>no tick</i>) mi amigo	personal <i>a</i> is required for <i>veo</i> to be awarded a tick
Correct verb within meaningless statement		
Tick	No tick	Note
El camino es (✓) largo	El camino es (<i>no tick</i>) inteligente	Do not reward correct verb in a meaningless statement

Question	Answer	Marks
(b) Imperative		
Tick	No tick	Note
¡Ven! (✓)		
¡Oiga! (✓)		
(c) Interrogative		
Tick	No tick	Note
¿Vienes? (✓) / Vienes. (✓)		question mark not required for mark to be awarded
(¿)Vas (✓) a venir(?) (✓)		
(¿)Cómo estás(?) (✓)		

Question	Answer	Marks
(d) Infinitive		
Tick	No tick	Note
Quiero (✓) salir (✓)		
No quiera (<i>no tick</i>) salir (✓)		
Quiero (✓) salire (<i>no tick</i>)		
Voy a (✓) estudiar (✓)		
Empecé a (✓) llorar (✓)		
Empecé (<i>no tick</i>) llorar (✓)		
(e) Participle (past or present)		
Tick	No tick	Note
Terminado el programa (✓)		
Siendo estudiante (✓)		
(f) Reward only the first occurrence of a verb, e.g.		
<ul style="list-style-type: none"> • Me gusta (✓) la natación. También me gusta (<i>no tick</i>) el tenis • Me gusta (✓) la natación. No me gusta (<i>no tick</i>) el tenis 		
However,		
<ul style="list-style-type: none"> • Yo prefiero (✓) la natación y mi hermano prefiere (✓) el tenis – 2 different persons of the verb • Mi hermano prefiere (✓) la natación y mi hermana prefiere (<i>no tick</i>) el tenis – both third person usage • Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede (<i>no tick</i>) nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time 		

Question	Answer	Marks
<u>3.3: Award a mark out of 12 for Other linguistic features</u>		
<p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).</p> <p>(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.</p> <p>(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> • Subordinate clauses, including porque and que (relative pronouns). Indirect or reported speech (dijo que, creo que). Time clauses with cuando, mientras que etc. and si (= if) • Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns • Conjunctions other than y and linking words (e.g. sin embargo, por lo tanto, por eso) • Prepositions – Time, Place etc. • Negatives • Adverbs • Use of por and para • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Appropriate use of <i>politesse</i> in the letter. 		

Question	Answer	Marks
Grade descriptors for Other linguistic features (Question 3)		
11–12	<ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task. 	
9–10	<ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free^{^^}. • Uses a variety of relevant vocabulary at this level. 	
7–8	<ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. 	
5–6	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. 	
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. 	
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. 	
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. 	
<p data-bbox="165 1155 1778 1187">^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="165 1187 1599 1219">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1451 1251 2069 1378" style="text-align: right;">Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks Total for Question 3: 30 marks</p>		

Question	Answer	Marks																		
3(a)	<p><i>Un concurso de fotografía. Escribe un e-mail a tu amigo/amiga español(a) sobre un concurso de fotografía en el que ganaste.</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="338 384 1688 1118"> <thead> <tr> <th data-bbox="338 384 439 450">Tick</th> <th data-bbox="439 384 1576 450">Accept</th> <th data-bbox="1576 384 1688 450">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 450 439 584">✓1</td> <td data-bbox="439 450 1576 584"> <p>¿Dónde tuvo lugar el concurso?</p> <p>A mention of where the competition took place</p> </td> <td data-bbox="1576 450 1688 584">2</td> </tr> <tr> <td data-bbox="338 584 439 718">✓2</td> <td data-bbox="439 584 1576 718"> <p>¿De qué sacaste fotos para el concurso?</p> <p>A description of what the candidate took photos of for the competition</p> </td> <td data-bbox="1576 584 1688 718">2</td> </tr> <tr> <td data-bbox="338 718 439 852">✓3</td> <td data-bbox="439 718 1576 852"> <p>En tu opinión, ¿por qué la fotografía es un buen pasatiempo para los jóvenes?</p> <p>An explanation of why photography is a good hobby for young people</p> </td> <td data-bbox="1576 718 1688 852">2</td> </tr> <tr> <td data-bbox="338 852 439 986">✓4</td> <td data-bbox="439 852 1576 986"> <p>¿Adónde te gustaría viajar para sacar fotos?</p> <p>A mention of where the candidate would like to travel to in order to take pictures</p> </td> <td data-bbox="1576 852 1688 986">2</td> </tr> <tr> <td data-bbox="338 986 439 1118">✓5</td> <td data-bbox="439 986 1576 1118"> <p>¿Cuáles son las ventajas de ser fotógrafo profesional?</p> <p>A mention of what the advantages of being a professional photographer are</p> </td> <td data-bbox="1576 986 1688 1118">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>¿Dónde tuvo lugar el concurso?</p> <p>A mention of where the competition took place</p>	2	✓2	<p>¿De qué sacaste fotos para el concurso?</p> <p>A description of what the candidate took photos of for the competition</p>	2	✓3	<p>En tu opinión, ¿por qué la fotografía es un buen pasatiempo para los jóvenes?</p> <p>An explanation of why photography is a good hobby for young people</p>	2	✓4	<p>¿Adónde te gustaría viajar para sacar fotos?</p> <p>A mention of where the candidate would like to travel to in order to take pictures</p>	2	✓5	<p>¿Cuáles son las ventajas de ser fotógrafo profesional?</p> <p>A mention of what the advantages of being a professional photographer are</p>	2	30
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Question	Answer		Marks
3(a)	Communication point	For Verbs, accept:	
	1	Any appropriate past tense	
	2	Any appropriate past tense	
	3	Present	
	4	Future/Conditional/Present	
	5	Present	
	<p><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>		

Question	Answer		Marks
3(b)	<p><i>Estudiar y cuidar la salud. Escribe un artículo sobre este tema.</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p>		30
Tick	Accept	Mark	
✓1	<p>Describe la última vez que practicaste algún deporte. (¿cuándo? ¿dónde? ¿con quién?)</p> <p>A description of the last time that the candidate played a sport</p>	2	
✓2	<p>Ayer, ¿qué comida saludable comiste?</p> <p>A mention of what healthy food the candidate ate yesterday</p>	2	
✓3	<p>Aparte de comer bien, ¿cómo pueden los jóvenes cuidar su salud durante los exámenes?</p> <p>A mention of how young people can take care of themselves during exam time (apart from eating well)</p>	2	
✓4	<p>¿Cuáles son las ventajas o las desventajas de llevar una vida sana?</p> <p>A mention of what the advantages OR disadvantages are of following a healthy lifestyle</p>	2	
✓5	<p>¿Qué planes tienes para descansar después de los exámenes?</p> <p>A mention of what plans the candidates has for relaxing after the exams</p>	2	

Question	Answer		Marks
3(b)	Communication point	For Verbs, accept:	
	1	Any appropriate past tense	
	2	Any appropriate past tense	
	3	Present	
	4	Present	
	5	Present/Future/Conditional	
	<p><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>		

Question	Answer	Marks																		
3(c)	<p><i>“Era el día de la excursión. Llegué al colegio pero mis compañeros no estaban...”</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="338 352 1785 1082"> <thead> <tr> <th data-bbox="338 352 439 416">Tick</th> <th data-bbox="439 352 1673 416">Accept</th> <th data-bbox="1673 352 1785 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 416 439 552">✓1</td> <td data-bbox="439 416 1673 552"> <p>Explica por qué tus compañeros no estaban.</p> <p>An explanation of why the candidate’s classmates weren’t there</p> </td> <td data-bbox="1673 416 1785 552">2</td> </tr> <tr> <td data-bbox="338 552 439 683">✓2</td> <td data-bbox="439 552 1673 683"> <p>¿Cómo te sentiste al descubrir que no había nadie?</p> <p>A description of how the candidate felt when he/she discovered that there was nobody there</p> </td> <td data-bbox="1673 552 1785 683">2</td> </tr> <tr> <td data-bbox="338 683 439 815">✓3</td> <td data-bbox="439 683 1673 815"> <p>Describe lo que hiciste en ese momento.</p> <p>A description of what the candidate did at that moment</p> </td> <td data-bbox="1673 683 1785 815">2</td> </tr> <tr> <td data-bbox="338 815 439 951">✓4</td> <td data-bbox="439 815 1673 951"> <p>¿Adónde iba el grupo de excursión?</p> <p>A mention of where the group was going on their trip</p> </td> <td data-bbox="1673 815 1785 951">2</td> </tr> <tr> <td data-bbox="338 951 439 1082">✓5</td> <td data-bbox="439 951 1673 1082"> <p>En la próxima excursión del colegio, ¿qué te gustaría visitar?</p> <p>A mention of where the candidate would like to go next time there is a school trip</p> </td> <td data-bbox="1673 951 1785 1082">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>Explica por qué tus compañeros no estaban.</p> <p>An explanation of why the candidate’s classmates weren’t there</p>	2	✓2	<p>¿Cómo te sentiste al descubrir que no había nadie?</p> <p>A description of how the candidate felt when he/she discovered that there was nobody there</p>	2	✓3	<p>Describe lo que hiciste en ese momento.</p> <p>A description of what the candidate did at that moment</p>	2	✓4	<p>¿Adónde iba el grupo de excursión?</p> <p>A mention of where the group was going on their trip</p>	2	✓5	<p>En la próxima excursión del colegio, ¿qué te gustaría visitar?</p> <p>A mention of where the candidate would like to go next time there is a school trip</p>	2	30
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Question	Answer		Marks
3(c)	Communication point	For Verbs, accept:	
	1	Any appropriate past tense	
	2	Any appropriate past tense	
	3	Any appropriate past tense	
	4	Any appropriate past tense	
	5	Present/Future/Conditional	
	<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>		
<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>			

Appendix I

Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a ‘best fit’ approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate’s performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material in Question 3

In the case of an answer which is completely irrelevant to the chosen question (**3(a)** or **3(b)** or **3(c)**), a mark of 0 is given for Communication and for Language.

In cases where the chosen question was clearly attempted but communication of the set tasks was not achieved (e.g. due to inadequate language control), a score of 0 is given for Communication. Language marks (for Verbs and Other Linguistic Features) are based on any phrases that do communicate meaning.

Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other Linguistic Features is based on the whole answer.

See separate document for more detailed guidance on irrelevant material.

Appendix II: Communication**Rules on how to decide whether a verb is accurate enough to convey meaning****Communication**

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B.
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below), in order for a verb to score a LANGUAGE tick, it must be correct
- 'ticks' for communication are to be placed just above the end of the qualifying sentence/phrase

A QUESTION 3 ONLY: where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE, 2 communication marks are awarded in the following cases.

(i)	For 2 communication marks: accept a Present where a Future context is apparent	
	<i>El año que viene voy a España</i> = 2 for communication (but see also B (i) for further information)	(voy receives a tick for verb)
(ii)	For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa	

(iii)	For 2 communication marks: accept a 'phonetic version' of the correct time frame	
	<p><i>He pasado las vacaciones</i> = 2 for communication <i>E pasado las vacaciones</i> = 2 for communication <i>Mi madre necessita mi ayuda</i> = 2 for communication <i>Nececito ir a la tienda</i> = 2 for communication <i>He apprendido mucho</i> = 2 for communication <i>Mi tía tienne un club</i> = 2 for communication <i>He organizado una fiesta</i> = 2 for communication <i>Boy a ir al centro</i> = 2 for communication</p>	<p><i>(Empezó a juego</i> = 1 for communication – <i>juego</i> is not phonetic) <i>Yo quiero jugar al fútbol</i> = 0 for communication (doubled 'r' is not a phonetic rendering of single 'r') <i>Yo prefiero llavar los platos</i> = 0 for communication (double 'll' is not a phonetic rendering of single 'l')</p>
(iv)	For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate	
	Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs.	
(v)	Errors of accent: award 2 communication marks (eg <i>estuve alli</i> = 2; <i>tambien fue</i> = 2; <i>es fantastico</i> = 2), except in the following cases	
	For 2 communication marks, insist on the accent on verbs which require it	<p><i>Yo comi</i> = 1 for communication (as an attempted preterite tense) <i>Esperabamos</i> = 1 for communication (as an attempted imperfect tense)</p>
	For 2 communication marks, tolerate a grave accent for an acute accent	<i>Yo comì</i> = 2 for communication

(vi)	In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)	
	<p><i>Mi amigo dijo que tenía dolor de cabeza</i> = 2 for communication (in addition both verbs can receive a tick)</p> <p><i>Mi amigo dice</i> (wrong tense) <i>que tenía dolor de cabeza</i> = 2 for communication (in addition second verb can receive a tick)</p>	<p>However, <i>Mi amigo dijo que tiene dolor de cabeza</i> = 1 for communication (see B (vii)) (in addition first verb can receive a tick)</p> <p><i>Mi amigo dijo que él dolor de cabeza</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)</p>
	<p><i>Creía que estaba enfermo</i> = 2 for communication (in addition both verbs receive a tick)</p>	<p>However:</p> <p><i>Creía que llueve</i> = 1 for communication (see B (vii))</p> <p><i>Creía que tenía enfermo</i> = 0 for communication (see B (vii))</p> <p>(In addition, in both cases, first verb can receive a tick)</p>
(vii)	Use of a verb in the ‘indicative’ where a subjunctive would be expected: award 2 communication marks	
	<p><i>No creo que haya muchas personas allí</i> = 2 for communication (plus both verbs receive a tick)</p> <p><i>No creo que hay muchas personas allí</i> = 2 for communication (plus first verb receives a tick)</p>	

B QUESTIONS 2 AND 3: where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded:

(i)	The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	<p><i>He vender el libro</i> = 1 for communication</p> <p><i>La gente están contenta</i> = 1 for communication</p> <p><i>Yo trabaje durante las vacaciones</i> = 1 for communication</p> <p><i>Yo voy pasaré</i> = 1 for communication</p>	No ticks are scored for these verbs
	<p>Task: what do you want to eat for lunch? Candidate writes: <i>Quiero comeré la fruta</i> = 1 for communication</p>	<i>Quiero</i> = tick for verb
	<p>Task: what will you do next year? Candidate writes: <i>El año pasado voy a España</i> = 1 for communication</p> <p><i>El año pasado voy a viajar en España</i> = 1 for communication</p> <p><i>El año que viene yo iba a España</i> = 1 for communication</p> <p><i>El año que viene me gusto jugar al tenis</i> = 1 for communication</p>	<p>...<i>voy a...</i> verb is not rewarded as there is no future context (eg <i>El año que viene...</i>) <u>and</u> there is discordance/confusion between the verb and the time indicator that the candidate has used</p> <p>...<i>voy a viajar...</i> scores 2 ticks for verbs (<i>voy a, viajar</i>) as the task requires a future and, despite the use of <i>pasado</i>, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required</p> <p>...<i>iba...</i> verb does not receive a tick</p> <p>...<i>me gusto...</i> verb does not receive a tick</p>
	<i>El año que viene yo vaya al centro</i> = 1 for communication (<i>ir</i> is an appropriate verb, <i>vaya</i> is a form of the verb <i>ir</i> (subjunctive))	<i>El año que viene yo vaye al centro</i> = 0 for communication (<i>vaye</i> is not any part of the verb <i>ir</i>)

(ii)	The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	Task: what did you enjoy doing on holiday? Candidate writes: <i>Me gustta el tenis</i> = 1 for communication (phonetic version of the incorrect tense (<i>me gusta</i>) of an appropriate verb)	<i>Me gutsa (el tenis) (gutsa is not any form/part/tense (nor a phonetic version thereof) of the verb gusta)</i>
	Task: what happened at school today? Candidate writes: <i>Apprendo mucho</i> = 1 for communication (phonetic version of an incorrect part/tense (<i>aprendo</i>) of an appropriate verb)	<i>Apriendo mucho</i> = 0 for communication (<i>apriendo</i> is not any form/part/tense (nor a phonetic version thereof) of the verb <i>aprender</i>)
(iii)	Use of <i>ser</i> when <i>estar</i> would be correct and vice versa: award 1 communication mark	
	<i>Soy en acuerdo con el proyecto</i> = 1 <i>Soy esperando tu carta</i> = 1 <i>Era con su hijo</i> = 1 <i>Mis hermanas son en la casa</i> = 1 <i>Estaba una experiencia maravillosa</i> = 1 <i>Estoy un buen estudiante</i> = 1 <i>Tu carta está interesante</i> = 1 <i>Estará una buena idea</i> = 1	
(iv)	Mis-use of <i>haber</i>, <i>hacer</i>, <i>tener</i> and <i>ser/estar</i> in idiomatic phrases/simple descriptions: award 1 communication mark	
	<i>Era/Estaba miedo</i> = 1 <i>Era/Estaba sed</i> = 1 <i>Era/Estaba hambre</i> = 1 <i>Era/Estaba cinco años</i> = 1 <i>Estaba muy frío en mi casa</i> = 1 <i>¿Está playas cerca de tu ciudad?</i> = 1	(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) However: <i>Ella es el pelo negro</i> = 0 <i>Tenía cansado</i> = 0 <i>Tenía enfermo</i> = 0

(v)	The following commonly seen inappropriate usages: award 1 communication mark	
	Accept for 1 mark <i>Miré un accidente for Vi un accidente</i> <i>Yo gusta la música for Me gusta la música</i> <i>Escuché un ruido for Oí un ruido</i> <i>En Madrid hay calor for En Madrid hace calor</i>	Refuse <i>Tenía un tiempo muy bueno for Lo pasé bien</i> <i>He mirado para mi chaqueta for He buscado mi chaqueta</i>
(vi)	The following commonly seen mis-usages: award 1 communication mark	
	<i>Me gusto mi casa</i> <i>Me prefiero los gatos</i> <i>Me vivo en el centro</i> <i>Me llamo es (Ana)</i>	<i>Me llama es (Ana) = 0</i> as nothing of worth is communicated <i>Me llama (Ana)</i> when the candidate is trying to give his/her own name = 0
(vii)	In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules (see also A(vi))	
	<i>Mi amigo dijo que tiene dolor de cabeza = 1</i> for communication	The subordinate clause, <i>tiene dolor de cabeza</i> , contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick)
	<i>Creía que llueve = 1</i> for communication	The subordinate clause, <i>que llueve</i> , contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)

C QUESTIONS 2 AND 3: award 0 communication marks in the following cases:

(i)	No attempt at a (real) verb = 0 for communication	
	<p><i>yo pie al instituto</i> = 0 for communication</p> <p><i>yo caminata mi perro</i> = 0 for communication</p> <p><i>llove</i> = 0 for communication</p> <p><i>yo prefer ir al colegio</i> = 0 for communication</p>	
(ii)	The verb attempted delivers a message different from the desired one = 0 for communication	
	<p><i>mi padre tiene profesor</i> for <i>mi padre es profesor</i> = 0 for communication</p> <p><i>llora</i> for <i>llueve</i> = 0 for communication</p>	
(iii)	The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication	
	<p><i>El año que viene yo viajar en el centro</i> = 0 for communication (<i>viajer</i> is not any part of the verb <i>viajar</i>)</p> <p><i>Yo buscé mis gafas</i> = 0 for communication (<i>buscé</i> is not any part of the verb <i>buscar</i>)</p> <p><i>Me gutsa (el tenis)</i> = 0 for Communication (<i>gutsa</i> is not any part of the verb <i>gustar</i>)</p>	