

GCSE Spanish Foundation tier

Paper 2 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier - Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Foundation card 1 (FR1)

Estás en casa de un/a amigo/a español/a. Hablas con tu amigo/a sobre el colegio.

Prompt 1: Colegio – hora (empezar)

Question 1: *¿A qué hora empieza tu colegio?*

Mark	Descriptor	
0	El colegio - hora	Empezar mañana
	No rewardable communication. No meaningful message is communicated.	No rewardable communication despite attempt to use a time marker.
1	Las lecciones empezar ocho	El horario del colegio es ocho
	Partially clear, the lack of precision relating to the time reference (e.g. <i>a las ocho</i> or <i>ocho horas</i>) affects the clarity of the utterance.	Use of the incorrect word, 'horario' causes ambiguity. However the rest of the wording gives some meaning within the context of the role play.
2	El colegio empieza a las ocho	Mi colegio abrir a las ocho y media
	Clearly communicated despite verb conjugation error.	Clearly communicated despite the incorrect use of an infinitive.

Prompt 2: Asignatura preferida – razón

Question 2: *¿Cuál es tu asignatura preferida y por qué?*

Mark	Descriptor	
0	Colegio preferido grande	No preferido
	No rewardable communication. The response does not answer the question.	Highly ambiguous response that does not provide any appropriate information.
1	Historia	La profesora de matemáticas es la mejor
	Partially clear as the response does not explain the preference.	Ambiguous as the response does not specifically express what the student's favourite subject is; just because the maths teacher is the best does not necessarily mean that maths is the student's favourite subject. However the wording gives some meaning within the context of the role play.
2	Mi asignaturas preferida es las matemáticas	Las ciencias. Son muy interesantes
	Clearly communicated. Despite minor agreement errors.	Clearly communicated.

Prompt 3: !**Question 3: ¿Cómo son las instalaciones en tu colegio?**

Mark	Descriptor	
0	Mucho installations	Las instalaciones tu colegio
	No rewardable communication. Anglicised pronunciation prevents communication, and the response does not address the question.	No rewardable communication. Reponse is highly ambiguous, and indicates misunderstanding of the question.
1	Me gustan las instalaciones.	Installations son buenas
	Partially clear response, indicating an opinion about the facilities but not giving a precise answer about what they are like.	Partially clear response. Anglicised pronunciation of 'installations' affects clarity of communication. However inclusion of the word, 'buenas' expresses what the facilities are like within the context of the role play.
2	El teatro es mucho impresionante.	Tenemos un biblioteca enorme.
	Clearly communicated, despite incorrect use of 'mucho'.	Clearly communicated, despite minor gender error.

Prompt 4: Recreo – actividad**Question 4: ¿Qué haces normalmente durante el recreo?**

Mark	Descriptor	
0	Recreo aburrido	Recreo me gusta
	No rewardable communication. Response does not answer the question, i.e. an activity rather than an opinion.	No rewardable communication. Response does not answer the question.
1	Actividad deberes	Me gusta la música
	Partially clear communication, as the lack of a verb affects clarity (i.e. it is unclear if the candidate is saying that s/he does homework during break, or, for example, discusses homework tasks with friends).	Communication is ambiguous, as it is unclear if the suggestion is that the candidate listens to music during break, or if this is just a general opinion.
2	Jugar al fútbol con mis amigos	Hablo con mis amigos en la patio
	Clearly communicated, despite verb remaining in the infinitive.	Clearly communicated despite minor gender error.

Prompt 5: ? Clases –duración

Mark	Descriptor	
0	¿Clases-las tardes?	Duración. ¿Cuántas horas?
	No rewardable communication. The response is highly ambiguous.	Highly ambiguous. The response does not specify that, 'duración,' should refer to the classes.
1	¿Qué es la "duration" de las clases?	¿En su escuela las clases duran mucho tiempo?
	Partially clear. English pronunciation of 'duration,' affects clarity of utterance. However other wording within the response gives some meaning within the context of the role play.	Partially appropriate, due to incorrect register (i.e. the question is posed in the <i>usted</i> form rather than <i>tú</i>).
2	¿Cuánto tiempo durar las clases?	¿A qué hora empiezan y terminan las clases en tu colegio?
	Clearly communicated, despite verb remaining in the infinitive.	Clearly communicated, and appropriate within the context of the roleplay.

Assessment criteria for the Foundation tier - Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Limited response to set questions, likely to consist of single-word answers• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond• A straightforward opinion may be expressed but without justification• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	<ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond• Straightforward, brief opinions are given but without justification• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
9–12	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary• Some effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions with occasional, brief justification• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
13–16	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions and gives justification with some development• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1-2	<ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future eventsIndividual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation
3-4	<ul style="list-style-type: none">Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguitySome coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning
5-6	<ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguityResponses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
7-8	<ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguityResponses are generally coherent although errors occur that occasionally hinder clarity of communication

Additional guidance

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier - Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content - Foundation tier

Mark	Descriptor
0	<ul style="list-style-type: none"> • No rewardable material
1–3	<ul style="list-style-type: none"> • Communicates limited information relevant to the topics and questions • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
4–6	<ul style="list-style-type: none"> • Communicates brief information relevant to the topics and questions • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
7–9	<ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
10–12	<ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question• Short, undeveloped responses, many incomplete• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout
4–6	<ul style="list-style-type: none">• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question• Short responses, any development depends on teacher prompting• Limited ability to sustain communication, pace is mostly slow and hesitant
7–9	<ul style="list-style-type: none">• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted• Occasionally able to initiate and develop responses independently but regular prompting needed• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
10–12	<ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation• Sometimes able to initiate and develop the conversation independently, some prompting needed• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"> • Uses straightforward, individual words/phrases; limited evidence of language manipulation • Limited accuracy, minimal success when referring to past, present and future events • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation
4-6	<ul style="list-style-type: none"> • Uses straightforward, repetitive, grammatical structures • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning
7-9	<ul style="list-style-type: none"> • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
10-12	<ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used but repetitive • Generally accurate grammatical structures, generally successful references to past, present and future events • Generally coherent speech although errors occur that sometimes hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

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