

GCSE Spanish Higher 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 Higher tier - Part 1

Role play – Higher 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, Higher role play 6 (HR2) 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.

Higher card 6 (HR2)

En la casa de tu amigo/a. Vais a ir a una fiesta de cumpleaños juntos/as.

Prompt 1: Fiesta - hora

Question 1: *¿A qué hora quieres salir para la fiesta?*

Mark	Descriptor	
0	Quiero once No rewardable communication. Highly ambiguous utterance, as it does not give a clear answer to the question.	Me gusta la fiesta No rewardable communication. The response does not answer the question.
	Salir once horas Partially clear. Some key words are evident in the response which gives some meaning within the context of the role play but the omission of a subject affects clarity of communication.	Salido a las dos Communication is ambiguous. The incorrect use of a past participle makes it unclear if the talking about the present or something s/he has done in the past.
2	Quiero salir a las ocho Clearly communicated.	Podemos salir a la cinco de la tarde Clearly communicated, despite minor error in time construction.

Prompt 2: Regalo de cumpleaños ideal - razón

Question 2: *¿Qué regalo te gustaría recibir para tu cumpleaños, y por qué?*

Mark	Descriptor	
0	Recibir regalo No rewardable communication. Does not answer the question.	Comer una fiesta No rewardable communication, does not give a meaningful response.
	Me gustaría recibir un reloj Partially clear, as the response does not address the reason for the preference.	Me gustaría viajar Ambiguous due to lack of specific information relating to a present (i.e. the response may indicate money for travelling as a gift).
2	Me gusta recibir mucho chocolate porque delicioso Clearly communicated despite minor errors.	Mi regalo preferido es un libro porque me gusta leer Clearly communicated.

Prompt 3 : !**Question 3: ¿Cómo celebraste tu cumpleaños el año pasado?**

Mark	Descriptor	
0	Mis amigos	Un regalo
	No rewardable communication. Response is highly ambiguous. It is unclear if the response suggests e.g. <i>with</i> friends or at a friend's house etc.	No rewardable communication. Highly ambiguous response. Information is not substantiated.
1	Veo un concierto de Lady Gaga	'Celebrate' el cumpleaños con muchos pasteles
	Ambiguous due to use of incorrect tense (i.e. it is unclear if the candidate is making a general point about his/her leisure activities or if s/he is attempting to answer the question).	Partially clear. Anglicised pronunciation of verb ('celebrate') affects clarity of communication.
2	Salí con mis amigos a una discoteca	Fui al playa con mi mejor amigo
	Clearly and fully communicated.	Clearly communicated despite minor gender error.

Prompt 4 : ? Fiesta - número de invitados

Mark	Descriptor	
0	Quién personas	Número de invitados
	No rewardable communication. Incorrect question word renders the utterance highly ambiguous.	No rewardable answer. Highly ambiguous, as it is unclear what specific information is being elicited by the candidate.
1	¿Cuántos vienen ?	¿Qué número va a la fiesta?
	Communication is partially clear. The lack of precision renders the utterance partially ambiguous (i.e. it is unclear if the question word refers to, for example, people, things or places).	Communication is ambiguous as there is some doubt as to what the candidate is referring to (i.e. without further qualification it is unclear that the <i>número</i> mentioned refers to people).
2	¿Cuántos personas vienen a la fiesta?	¿Cuántos amigos son invitado?
	Clearly communicated despite minor agreement error	Clearly communicated despite minor agreement error.

Prompt 5 : ? Fiesta – duración

Mark	Descriptor	
0	<p>¿Cuándo duración?</p> <p>No rewardable communication. The use of the wrong question word renders the utterance highly ambiguous.</p>	<p>¿Dónde la fiesta?</p> <p>No rewardable communication. The candidate has misunderstood the prompt and has used the incorrect question word, rendering the utterance highly ambiguous.</p>
1	<p>¿Sabe cuánto tiempo dura la fiesta?</p> <p>Partially appropriate, due to incorrect register (i.e. the question is posed in the <i>usted</i> form rather than <i>tú</i>).</p>	<p>¿A qué hora dura la fiesta?</p> <p>Partially clear communication. There is some attempt at notion of length of time but the utterance is imprecise (i.e. the question construction makes it unclear if the candidate has merely mistakenly included 'a', or if the intention is to ask what time the party starts).</p>
2	<p>¿Cuánto horas es la fiesta?</p> <p>Clearly communicated, despite minor error of agreement.</p>	<p>¿Cuál es la duración de la fiesta?</p> <p>Clearly communicated.</p>

Assessment criteria for the Higher tier - Part 2

Picture-based task – Higher 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 - Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<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
5–8	<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
9–12	<ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions effectively and gives justification which is mostly developed• Pronunciation and intonation are intelligible and predominantly accurate
13–16	<ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions with ease and gives fully-developed justification• Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Adaptation of 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.

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

Mark	Descriptor
0	No rewardable material
1–2	<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 ambiguity Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3–4	<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 ambiguity Responses are generally coherent although errors occur that occasionally hinder clarity of communication
5–6	<ul style="list-style-type: none"> Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication
7–8	<ul style="list-style-type: none"> Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions Responses are coherent, any errors do not hinder the clarity of the communication

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. 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 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 Higher tier - Part 3

Conversation - Higher 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 - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<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
4–6	<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
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes• Pronunciation and intonation are intelligible and predominantly accurate
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes• Pronunciation and intonation are consistently accurate and intelligible

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 that 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 - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<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
4–6	<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
7–9	<ul style="list-style-type: none"> Responds to most questions spontaneously, resulting in mostly natural interaction Mostly able to initiate and develop the conversation independently Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation
10–12	<ul style="list-style-type: none"> Responds spontaneously and with ease to questions, resulting in natural interaction Consistently able to initiate and develop the conversation independently Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are 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.

Conversation: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<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
4–6	<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
7–9	<ul style="list-style-type: none"> Manipulates a variety of grammatical structures, some variety of complex structures Predominantly accurate grammatical structures, mostly successful references to past, present and future events Predominantly coherent speech; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> Manipulates a wide variety of grammatical structures, frequent use of complex structures Consistently accurate grammatical structures, consistently successful references to past, present and future events Fully coherent speech; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- 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: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. 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 or the verb
- mother-tongue interference.

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