

INTERNATIONAL GCSE **SPANISH**

9269/W

Paper 4 Writing

Mark scheme

Additional specimen

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [oxfordaqaexams.org.uk](https://www.oxfordaqaexams.org.uk)

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in 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 levels 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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way across the paper:

	Communi- cation	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8							8
Question 2		10	6					16
Question 3						6	6	12
Question 4		12		8	4			24
Total	8	22	6	8	4	6	6	60

Question 01

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	Hay una familia.	Una familia.	Family	[2 marks]
01.2	Están en el campo.	En el campo.	Campo	[2 marks]
01.3	Preparan la comida.	Mucha comida.	Comida	[2 marks]
01.4	Hace frío.	Es frío.	Frío	[2 marks]

Question 02

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
	0	The content does not meet the standard required for Level 1.

Quality of language

Level	Marks	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.

	0	The language produced does not meet the standard required for Level 1 at this tier.
Notes • A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language. • All bullet points must be covered, but there is no need for equal coverage of the bullets. The following indicative content is an example of the response that students may give to this question. Me gusta mi instituto porque tengo muchos amigos allí. Mi clase favorita es la música, no me gusta la historia porque es aburrida. Tengo un ordenador nuevo y es útil para mis deberes. También veo películas y videos en YouTube. Uso Internet mucho. La semana pasada fui al centro comercial con mi familia. Mis padres fueron a las tiendas, pero yo y mi hermano fuimos al cine. La película fue muy divertida. En el futuro me gustaría visitar América porque hay muchos parques temáticos y me gusta el fútbol americano. (90 words)		

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. The maximum mark is 12.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
	0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table:

Total ticks	Mark
12	6
10/11	5
7/8/9	4
5/6	3
3/4	2
1/2	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Level	Marks	Response
3	5-6	Good knowledge of vocabulary and structures; highly accurate.
2	3-4	Reasonable knowledge of vocabulary and structures; generally more accurate than inaccurate.

1	1-2	Limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

	Message	Accept	Reject
1	I have	Tengo	wrong person of verb
2	a small garden.	un jardín pequeño/un pequeño jardín.	
3	I don't like	No me gusta	gusto/gustaría
4	to do homework.	hacer (los) deberes/(las) tareas.	omission of 'hacer'
5	Yesterday I ate	Ayer, comí /tomé	wrong tense/person of verb
6	chicken and vegetables.	pollo y/con verduras.	
7	I am going to work	Voy (a) trabajar	
8	in a sports centre.	en un polideportivo / centro de deporte(s).	
9	My friend has lost his mobile	Mi amigo/a ha perdido / perdió su móvil	wrong person of verb
10	and he is very worried.	y está muy preocupado/a.	use of 'ser'
11	We must protect these customs because	Debemos/ tenemos que/ hay que proteger estas costumbres porque	
12	they are an important part of our country.	son una parte/ un aspecto importante de nuestro país.	use of 'hay' for 'son'

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

1. Tengo un jardín pequeño / un pequeño jardín.
2. No me gusta hacer deberes /las tareas.
3. Ayer comí/ tomé pollo y/ con verduras.
4. Voy a trabajar en un polideportivo/ centro de deportes.
5. Mi amigo /amiga has perdido / perdió su móvil y está muy preocupado/a.
6. Hay que / tenemos que proteger estas costumbres porque son una parte importante de nuestro país.

Other reasonable alternative translations will also be accepted.

Question 04

For this question there are two compulsory bullet points, which are assessed for Content (12 marks), Range of language (8 marks) and Accuracy (4 marks), as specified in the criteria below. The maximum mark is 24. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[24 marks]**Content**

Level	Marks	Response
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
	0	The content does not meet the standard required for a mark.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks, where the other criteria are met.

Range of language

Level	Marks	Response
4	7-8	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	5-6	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.

1	1-2	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
	0	The range of language produced does not meet the standard required for a mark.

Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonable accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
	0	The accuracy does not meet the standard required for a mark.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

The following indicative content is an example of the response that students may give to the question. It demonstrates a balanced coverage of the compulsory bullet points. However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will still have access to full marks where the other criteria are met.

4.1 This is a possible response (indicative content):

Creo que algunas personas prefieren vivir en una ciudad grande y no estarían contentas en un pequeño pueblo o en el campo. Estas personas quieren una vida animada con mucho que hacer. Están contentas allí porque pueden ir a conciertos, ir al cine, ir al teatro y visitar museos. Otras personas detestan la ciudad y prefieren el campo porque quieren un sitio tranquilo. Están contentos cuando hay mucha naturaleza y árboles, y no hay mucho ruido.

El marzo pasado tuvimos exámenes en el instituto y la ciencia fue un gran problema para mi amigo. Pensó que ciencia fue muy difícil y pensó que no aprobaría. Es muy bueno en otras asignaturas, pero

no en ciencia. Yo saco buenas notas en ciencia y ayudé a mi amigo a repasar y preparar para el examen. En el examen, mi amigo no sacó muy buenas notas, pero aprobó y está muy contento.

(149 words)

[24 marks]

4.2 This is a possible response (indicative content):

Durante el verano voy a ir a un concierto con mis amigos al estadio en la ciudad. El concierto es de mi cantante favorito y será fantástico y muy divertido. Iremos en el autobús y espero comprar una camiseta allí.

Yo creo que los jóvenes tienen muchos problemas estos días porque hay mucho estrés en el instituto y mucho peligro en las redes sociales y en el mundo. Hay mucha presión para sacar buenas notas y encontrar un trabajo bueno. Mis padres piensan que es importante ir a la universidad, pero yo no estoy segura. En el instituto, siempre hay deberes y pruebas y no hay tiempo para relajarse. También, los jóvenes nunca tienen dinero y tienen que pedir dinero a sus padres todo el tiempo. Cuando entramos en Internet, en las redes sociales, vemos insultos y mensajes de odio que nos hacen tristes y perdemos confianza. Es difícil ser joven hoy día.

(153 words)

[24 marks]