

Cambridge International AS Level

SPANISH LANGUAGE**8022/33**

Paper 3 Writing

May/June 2026**MARK SCHEME**Maximum Mark: 40

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This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **17** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Credit for good language or content point
	Credit for content on functional task – bullet point one
	Credit for content on functional task – bullet point two
	Credit for content on functional task – bullet point three
	Credit for content on functional task – bullet point four
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given (Functional Writing)
	Omission
	Character error (Chinese)
	Grammatical, spelling or vocabulary error

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Annotation	Meaning
	Indicates a section of the text the annotation refers to
	Irrelevant
	Repetition
	Meaning unclear or illegible
	Used to show that blank pages have been seen and any creditworthy material has been awarded
Off page Comment	Used to make a holistic comment about the script
On Page Comment	Wrong question number given by candidate

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Candidates respond to two questions. All candidates answer **Question 1** and choose to answer either **Question 2** or **Question 3**.

Candidates will be awarded marks in three categories for each piece they respond to:

Question 1

- Task completion (maximum of 8 marks): see Table A
- Linguistic range and organisation (maximum of 4 marks): see Table B
- Language accuracy (maximum of 4 marks): see Table C.

Question 2 and Question 3

- Task completion (maximum of 10 marks): see Table D
- Linguistic range and organisation (maximum of 7 marks): see Table E
- Language accuracy (maximum of 7 marks): see Table F.

The Writing assessment objectives are:

- **W1:** Communicate information and opinions clearly and effectively, with support/justification.
- **W2:** Organise ideas by paragraphing and by using a range of appropriate linking devices.
- **W3:** Use text conventions and register appropriate to the given purpose and audience.
- **W4:** Use a wide range of vocabulary and grammar.
- **W5:** Use vocabulary and grammar accurately.

Additional guidance on word count

A word count range is provided for candidates in the rubric at the start of each section. This is not a rigid range but a recommendation i.e. candidates are not to be penalised for going over the upper limit or going below the lower limit. However, they may self-penalise after the mark scheme has been applied to the agreed standard because, for example, they may not have fully responded to the task or they may have been too repetitive. There is no need for examiners to count the number of words a candidate has written and they should not stop reading/marking after a certain number of words: they should include everything the candidate has produced in their overall judgement.

Generic guidance on using levels-based mark schemes

- (a) Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, examiners should use the following guidance to decide on a specific mark:

- Where the candidate's work **convincingly** meets the level statement, award the highest mark.
- Where the candidate's work **just** meets the level statement, award the lowest mark.

- (b) Examiners are reminded that this is a language qualification aimed at assessing language proficiency at level B1 and B2 of the Common European Framework of Reference for Languages (CEFR). The descriptions in this mark scheme should be understood and applied with reference to CEFR B1 and B2 level.

TABLE A – Question 1 Task completion

W1: Communicate information and opinions clearly and effectively, with support/justification.

W3: Use text conventions and register appropriate to the given purpose and audience.

Level	Description	Marks
4	• Communicates detailed information that is always relevant with clear and supported opinions. • Maintains a sense of purpose and audience throughout by using conventions and register appropriate to the task. • Completes all parts of the task fully.	7–8
3	• Communicates detailed information that is sometimes relevant, with opinions that are sometimes supported. • Shows some sense of purpose and audience, although the conventions and register used may be inappropriate in places. • Completes most parts of the task with some development.	5–6
2	• Communicates limited information that can sometimes be irrelevant, and attempts to give opinions that are occasionally supported. • Generally insufficient sense of purpose and audience, with generally inappropriate use of conventions and register. • Attempts some parts of the task with some detail.	3–4

Level	Description	Marks
1	- Communicates very basic information that is frequently irrelevant. There is an attempt to give opinions. - Lacks a sense of purpose and audience, with inappropriate use of conventions. - Attempts task(s) with little or no detail.	1–2
0	No creditable response.	0

TABLES B and C – Question 1 Quality of Written Communication

Responses that do not address the task and were awarded 0 marks for Task Completion (Table A) cannot be awarded a mark above **Level 2** for Linguistic range and organisation, i.e. a composition of pre-learnt material that does not follow the instructions.

W2: Organise ideas by paragraphing and by using a range of appropriate linking devices.

W4: Use a wide range of vocabulary and grammar.

W5: Use vocabulary and grammar accurately.

Level	Table B Linguistic range and organisation		Table C Language accuracy	
	Description	Marks	Description	Marks
4	- Ideas are consistently well-organised and structured coherently in paragraphs. - Uses a wide range of simple and complex structures to express their ideas. - Uses a wide range of linking words and cohesive devices to create a well-linked connected sequence of points, relevant to the task. - Uses a wide range of vocabulary appropriate to the task(s). Regular use of less common but appropriate vocabulary.	4	- Consistently accurate use of simple grammar. - Shows a good degree of control of some complex grammar. - Good use of spelling and punctuation with some minor slips. - Errors do not impede communication.	4

Level	Table B Linguistic range and organisation		Table C Language accuracy	
	Description	Marks	Description	Marks
3	- The text is generally well-organised in paragraphs. - Uses a range of structures, including some complex structures, to express their ideas. - Uses a range of linking words and some cohesive devices to create a mostly well-linked connected sequence of points, relevant to the task. - Uses a range of vocabulary appropriate to the task(s). Occasional use of less common but appropriate vocabulary.	3	- Accurate use of simple grammar, with some minor slips. - Uses some more complex grammar, with some slips. - Good use of spelling and punctuation with occasional slips. - Errors very rarely impede communication.	3
2	- The text is generally organised in paragraphs. - Uses mostly simple structures and some complex structures to express their ideas. - Uses linking words and some cohesive devices to create a connected sequence of points sometimes relevant to the task, occasionally difficult to follow. - Uses vocabulary appropriate to the task(s), frequently overusing some vocabulary.	2	- Good use of simple grammar, with some errors. - Uses some more complex grammar, with frequent errors. - Some errors in spelling and punctuation. - Errors sometimes impede communication.	2
1	- There are some attempts at paragraphing. - Uses simple structures to express their ideas. - Uses basic linking words to create a sequence of points, which are often irrelevant to the task and difficult to follow. - Relies on repeated use of a small range of vocabulary, not always appropriate to the task.	1	- Uses simple grammar, with frequent errors. - Attempts to use more complex grammar, with limited success. - Frequent errors in spelling and punctuation. - Errors frequently impede communication.	1
0	No creditable response.	0	No creditable response.	0

TABLE D – Questions 2 and 3 Task completion

Responses that do not address all aspects of the question cannot be awarded a mark above Level 4 for Task completion, i.e. a response that only addresses part of the task in Question 2 or 3 and the content is still 'relevant' to the question but fails to address any additional aspect of the task e.g. a second aspect within the overall task.

W1: Communicate information and opinions clearly and effectively, with support/justification.

W3: Use text conventions and register appropriate to the given purpose and audience.

Level	Description	Marks
5	- Communicates detailed information that is always relevant. - The argument is logical, clear and fully supported, and justified with a variety of facts, ideas and opinions. - Maintains a sense of purpose and audience throughout by using conventions and register appropriate to the task.	9–10
4	- Communicates information that is often detailed and relevant. - The argument is clear and mostly supported, and justified with a variety of facts, ideas and opinions. - Generally maintains a sense of purpose and audience throughout by using conventions and register appropriate to the task.	7–8
3	- Communicates information that is sometimes detailed and relevant. - The argument is somewhat weak and sometimes supported and justified with facts, ideas and opinions. - Shows some sense of purpose and audience, although the used conventions and register may be inappropriate in places.	5–6
2	- Communicates limited information that can sometimes be irrelevant. - The argument is weak and rarely supported with straightforward facts, ideas and opinions. - Generally insufficient sense of purpose and audience, with generally inappropriate use of conventions and register.	3–4
1	- Communicates very basic information that is frequently irrelevant. - There is an attempt to give ideas and opinions – not organised into an argument. - Lacks a sense of purpose and audience, with inappropriate use of conventions.	1–2
0	No creditable response.	0

TABLES E and F – Questions 2 and 3 Quality of Written Communication

Responses that do not address the task and were awarded 0 marks for Task Completion (Table D) cannot be awarded a mark above **Level 2** for Linguistic range and organisation, i.e. a composition of pre-learnt material that does not follow the instructions.

W2: Organise ideas by paragraphing and by using a range of appropriate linking devices.

W4: Use a wide range of vocabulary and grammar.

W5: Use vocabulary and grammar accurately.

Level	Table E Linguistic range and organisation		Table F Language accuracy	
	Description	Marks	Description	Marks
4	- Ideas are consistently well-organised and structured coherently in paragraphs. - Uses a wide range of simple and complex structures to express their ideas. - Uses a wide range of linking words and cohesive devices to create a well-linked connected sequence of points, relevant to the task. - Uses a wide range of vocabulary appropriate to the task(s). Regular use of less common but appropriate vocabulary.	6–7	- Consistently accurate use of simple grammar. - Shows a good degree of control of some complex grammar. - Good use of spelling and punctuation with some minor slips. - Errors do not impede communication.	6–7
3	- The text is generally well-organised in paragraphs. - Uses a range of structures, including some complex structures, to express their ideas. - Uses a range of linking words and some cohesive devices to create a mostly well-linked connected sequence of points, relevant to the task. - Uses a range of vocabulary appropriate to the task(s). Occasional use of less common but appropriate vocabulary.	4–5	- Accurate use of simple grammar, with some minor slips. - Uses some more complex grammar, with some slips. - Good use of spelling and punctuation with occasional slips. - Errors very rarely impede communication.	4–5

Level	Table E Linguistic range and organisation		Table F Language accuracy	
	Description	Marks	Description	Marks
2	- The text is generally organised in paragraphs. - Uses mostly simple structures and some complex structures to express their ideas. - Uses linking words and some cohesive devices to create a connected sequence of points sometimes relevant to the task, occasionally difficult to follow. - Uses vocabulary appropriate to the task(s), frequently overusing some vocabulary.	2–3	- Good use of simple grammar, with some errors. - Uses some more complex grammar, with frequent errors. - Some errors in spelling and punctuation. - Errors sometimes impede communication.	2–3
1	- There are some attempts at paragraphing. - Uses simple structures to express their ideas. - Uses basic linking words to create a sequence of points, which are often irrelevant to the task and difficult to follow. - Relies on repeated use of a small range of vocabulary, not always appropriate to the task.	1	- Uses simple grammar, with frequent errors. - Attempts to use more complex grammar, with limited success. - Frequent errors in spelling and punctuation. - Errors frequently impede communication.	1
0	No creditable response.	0	No creditable response.	0

Glossary of terms used in the Writing levels-based mark schemes**TABLES A and D – Task completion**

- **Relevant:** related or relatable to required content points and/or task requirements.
- **Conventions:** include such things as genre, format, register and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly and should use the right tone for the communicative purpose.

TABLES B and E – Linguistic range and organisation

- **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Linking words:** are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high frequency items (such as 'and', 'but') to basic and phrasal items (such as 'because', 'first of all', 'finally').
- **Cohesive devices:** refers to more sophisticated linking words and phrases (e.g. 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a small car, the second a family car.).
- **Simple structures:** a simple structure is, for example, a sentence that has just one independent clause (i.e. it stands alone and expresses one complete thought) and uses a basic tense.
- **Complex structures:** a complex structure is, for example, a sentence that has an independent clause (i.e. it stands alone and expresses one complete thought) and a dependent clause (i.e. one that cannot stand alone as a complete sentence because it does not express a complete thought).
- **Less common vocabulary:** appears less often or may be used to express ideas more succinctly and precisely.

TABLES C and F – Language accuracy

- **Errors and slips:** **Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical / grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication:** gets in the way of meaning.
- **Simple grammar:** words, phrases, basic tenses and simple clauses.
- **Complex grammar:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

PUBLISHED**ADDITIONAL NOTES FOR EXAMINERS TO ACCOMPANY MARK SCHEME****SECTION A****Table A (Task completion)****Number of ticks**

- Do **NOT** give more than **two** ticks per bullet-point.
- Use your ticks as a starting point for deciding on a mark.
- E.g. if you have 6 ticks, look at the level descriptor for 6 marks in the table (Level 3). Ask yourself: does this accurately describe the response I have just read? If you feel it does describe it fully, award 6 marks. If, however, you feel that there might be elements of level 2 (e.g. there is a fair amount of irrelevant information), then award 5 marks, the lower mark in level 3.
- Another example: If you have 3 ticks, look at the level descriptor for 3 marks in the table (Level 2). Consider whether or not the whole response partly or fully corresponds to the description of Level 3. If partly, award 3 marks. If fully, you can award 4 marks.
- In other words, the ticks are a good guide as to how well the candidate has covered the functional tasks in their fulfilment of the overall task. However, this is still a grid-based mark scheme and all the criteria in each level need to be considered.
- It is worth noting what happens when a candidate has achieved 8 ticks, therefore '*completing all parts of the task fully*', but they have used informal forms of address for a formal email and/or have not opened or closed their correspondence appropriately (e.g. using *Atentamente* in a letter to a friend). In this case, as there are two marks for each level, you should give the lower mark (7) because they have not completely met all the criteria in the band.

Zero ticks

If you have not found anything which you think deserves a numbered tick, do not automatically award zero marks for Table A. You could still award 1 mark if the candidate has written a response with some detail but not enough to be considered to have fulfilled part of any of the bullet-point tasks, as long as what they have written is relevant. For example, a candidate may show some sense of purpose and audience using correct conventions, showing that they intend to carry out the overall task but they fail to complete, or even partially complete any of the functional tasks. Level 1 allows for this: '*Attempts task(s) with little or no detail*'. On the other hand, if there is no sufficient attempt to carry out the task, or everything is irrelevant (off topic), award 0. (Remember: if you award 0 marks for Table A, you cannot award a mark above level 2 for Table B or Table C.)

Table B (Linguistic range and organisation)**Paragraphs**

The first bullet-point in this table refers to the use of paragraphing in the response. Please remember that this is one criterion in a list of four. If you feel that the other three criteria (bullet-points referring to range of structures, range of linking words and range of vocabulary) are met as described in a certain level, award the mark that corresponds to that level. For example, if there is a wide range of structures, linking words and vocabulary, award 4 marks. What is more, sometimes the candidate has not written separate, visible paragraphs, but they have structured their response well, in a coherent manner. For this task, this could be interpreted as '*Ideas are consistently well-organised and structured coherently in paragraphs*' as

described in level 4 if it reads well in a logical, unambiguous way.

Structures

Remember that 'structures' refers to:

- sentence types (number of clauses – more than one clause constitutes a *complex* structure)
- tenses (has more than one tense been attempted?). Appropriate attempts (not necessarily correct, but at least comprehensible) to use different tenses or 'moods' (subjunctive?) should be considered favourably.

Linking words and cohesive devices

See glossary but also do not forget to consider carefully the second part of the description in the table which refers to how well connected the text is. If it is sometimes difficult to follow, consider levels 1 and 2 for this criterion.

Vocabulary

In such a short response, we cannot expect a great variety of vocabulary and not always less common vocabulary. Concentrate on whether or not the vocabulary used is appropriate, whether or not it is overused or repeated often and how well it helps in communicating an accurate message.

Best fit

Remember, each of the above criteria may conflict with each other in terms of level. For example, the paragraphing in the response corresponds to level 1 but the use of structures is level 4. However, linking words and vocabulary are more level 3. Somehow, you have to decide on a mark which fairly reflects the overall performance in terms of linguistic range and organisation. In this example, a Level 3 would be most appropriate.

Table C (Language accuracy)**Section A = Level B1**

Remember, we are not expecting perfection at this level. We are still in Section A, which targets level B1 of the CEFR (roughly a good foreign language GCSE performance).

Simple grammar

At this level, this refers to regular verb and tense constructs as well as syntax. Sometimes you will see some errors in basic grammar, but if they are small and do not detract too much from overall communication, they can still be considered at level 4.

Complex grammar

Irregular verbs, tenses, subjunctive, syntax. Do they show a good understanding or 'control'? Even with errors, they can be considered for level 4.

Spelling and punctuation

Two separate criteria in one bullet point.

Spelling

Do not get too hung up over frequent spelling errors especially if they are typical ‘native speaker’ spelling errors such as the following:

- missing ‘h’ e.g. from words such as *haber* (and its conjugations)
- ‘b’ instead of ‘v’ (or vice versa)
- ‘s’ instead of ‘c’ (or vice versa) or ‘z’ (e.g. *empesar** for *empezar*)
- ‘ll’ instead of ‘y’ (or vice versa) or ‘hi’ (e.g. *llelo** for *hielo*)
- **IGNORE** missing **ACCENTS** (tildes).

Remember: It is easy to be disproportionately misled by spelling mistakes. They jump out at us and can give an immediate impression of overall inaccuracy, but spelling is only $\frac{1}{2}$ of one out of four criteria in each level of this table (or $\frac{1}{8}$ of what we need to take into consideration overall for this mark).

Punctuation

Again, this is only $\frac{1}{8}$ of what you need to consider in this table at each level. Missing inverted punctuation (¿ and ¡) can be ignored in section A (but not in Section B).

To arrive at a mark for *spelling and punctuation* it is necessary to consider both separately. You might conclude that spelling is only level 2 (*some errors*) but the punctuation is almost perfect (*‘good use of [...] punctuation with some minor slips’* – level 4), so a level 3 mark (3 marks) would be appropriate.

Communication impeded

Ask yourself the following:

Is there anything that I have not understood because of inaccuracies (NOT due to organisation or structure such as lack of paragraphing – that will have been considered in Table B)? The following answers to your question correspond to the following levels:

- ‘no’ = level 4
- ‘perhaps a tiny bit here or there’ = level 3
- ‘sometimes’ = level 2
- ‘most of it’ = level 1

Best fit

Again, there may be criteria that correspond to different levels. Choose the level which either most of the criteria fall into or which lies in the middle of the range of levels met by the criteria. There is only one mark per level so, where you think the response lies right in the middle of two levels, opt for the upper one to benefit the candidate. If, however, the same happened in Table B, perhaps give the upper mark for one table and the lower mark for the other to even it out.

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200–250 words does not allow for masses of detail. However, for top marks we should expect a fair amount of detail that is relevant and ‘on task’ throughout. A rough guide for levels when considering detail:

- Level 5 – Three or more relevant points explored with good depth
- Level 4 – At least two points explored with some depth
- Level 3 – Maybe just a one or two-point argument or discussion with not much detail and not always relevant info
- Level 2 – Basic point(s) with a fair amount of irrelevant info or repetition
- Level 1 – Vague one-point response, hardly any detail or much relevance.

Argument supported with facts and ideas

A good argument or discussion should be clear and supported with information and opinions. There is overlap here with the above criterion because a good, clear argument which is fully supported is likely to be detailed and relevant. However, here we can focus on the clarity of argument and how the response puts this across and supports it.

- Level 5 – Each point made (see above) should be fully supported and justified.
- Level 4 – If anything is stated without a clear reason/opinion to back it up, this should not be a level 5 for this criterion but could fit into level 4.
- Level 3 – Not an entirely convincing argument, although some good ideas and info are given in support of parts of it.
- Level 2 – Little substance to the argument or discussion. Vague and unsupported ideas in the main.
- Level 1 – Not much of an argument or discussion at all with probably broad statements not backed up or supported.

Purpose, audience, conventions, register

When considering this criterion, it is worth thinking about how effectively the response achieves its purpose. This, of course, depends on the task. Does it feel as though they have achieved exactly what they have been asked to do? Have they convinced the target audience (bloggers, fellow pupils, readers of the local newspaper etc.) of their arguments? Have they effectively weighed up the points for discussion?

Depending on the task, it is sometimes difficult to say which conventions and register are most appropriate. For example, in the case of a blog, should it be informal or formal? Some blogs are very informal whilst others adopt a more academic style. For a newspaper article, however, we should expect to be somewhat formal as we would be for an essay. So, use the following guide:

Letter/e-mail – formal or informal depending on who it is addressed to (i.e: formal to: *el ayuntamiento; la directora del colegio; un político* etc. Informal to: *un amigo; la clase; un familiar/pariente* etc.)

Essay – formal

Article – formal

Blog – formal or informal.

- Level 5 – Strong sense of achievement of purpose and the style and register are fully appropriate throughout.

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- Level 4 – Purpose is clear and style and register appropriate in the main.
- Level 3 – They may start by showing their purpose/aims but these have waned a little as the response goes along. Conventions not always appropriate.
- Level 2 – Not much sense of where this is leading and sometimes inappropriate use of register or style.
- Level 1 – A bit all over the place. Not engaging and wrong conventions.

Best fit

Put these three together and where do you look? Go for the upper or lower mark in the band you place it in depending on how well **all** the criteria in that band are met.

Table E (Linguistic range and organisation)**Paragraphs**

If all the criteria in the top band have been met but the candidate has not organised their response into paragraphs, do **not** award the top mark of 7. If there are no paragraphs in Section B, 6 is the maximum mark.

Structures, linking words and vocabulary

Refer to the notes for Table B but take into consideration the following:

- This is now Section B, targeting level B2 (equivalent to lower grades of A Level foreign language) and it is a longer, less guided task. Therefore, the range of structures, linking words and vocabulary ought to be a little broader than for Section A.
- There are now two marks per level so, where there are different criteria pertaining to different levels, it ought to be a little easier to choose the appropriate mark. When you decide on the level, then decide on whether or not the response, on balance, fully meets the criteria in it or not. Remember, there may be one criterion that does not make this level but another which goes beyond it and you might, therefore, choose the top mark in the level in between to even it out (best fit).

Table F (Language accuracy)

The same principles used for Table C should be applied here but, again, there are now two marks per level, and we can demand a little more consistency because we are now targeting level B2. However, we are still not expecting near perfection (even of simple grammar). There are still two levels above this one (B2 or top AS level) – C1 and C2 – before they are expected to reach a high proficiency in Spanish.