

GCSE SPANISH

Component 4 Writing

Teaching and Learning

Resources

Component 4 - 2019

Sample marking

Please refer to the exemplars in the Component 4 materials in the zip folder for CPD 2019.

Comments from the Principal Examiner:

Foundation Candidate 1

Q1 – a very good response, scoring 2,1,2,2,1,2 – 10/12. The only marks dropped were for *bueno* in section 2 and *Estoy* in section 5.

Q2 – a very good response, adequately covering all 3 bullet points. There are 2 verbs left in the infinitive which should be conjugated, but the message is still communicated clearly. A good example of a piece which is not perfect but scores full marks – 16/16.

Q3 – an excellent response, almost faultless, once again comfortably covering all 3 bullet points. Full marks – 20/20.

Q4 – again, a good example of a response which is not perfect, but which scores full marks. In part (b) we were looking for *Algunas* but accepted *Unas*. Minor errors such as adjectival agreement, as seen in part (c), are overlooked. In part (d) we accepted (reluctantly!) *bueno* in place of *bien*. 12/12

Total: 58/60. In comparison with last year, there were fewer candidates who had clearly been entered for the inappropriate tier. However, this candidate seems very able and might well have attained a higher grade if they had been entered for Higher Tier.

Foundation Candidate 2

Q1 – a very poor response, scoring only 1 mark for *en inglés* in the last section. 1/12.

Q2 – a poor response. This is a good example of a candidate who is clearly focused on using past, present and future tenses but who offers very little that has any relevance to the bullet points. 3 and 2 – 5/16.

Q3 – much better. Many verbs are incorrect though some are successful and there is even an imperfect subjunctive near the end! This piece is very significant in that it shows what can be achieved by a less able candidate who makes an honest attempt to answer the question.

Despite the obvious weaknesses, all 3 bullet points are clearly addressed. 7 and 7 – 14/20.

Q4 – a reasonable response. 2 marks in the first section but nothing for part (b); most candidates struggled to translate *Some*. It was a pity that this candidate did not think of *difícil* for *hard*. Enough for 1 mark in (c). Almost enough for 2/3 in (d) but only 1 mark given due to the omission of *Este* as well as the errors. One verb error in (e) brings this down to 2/3. Total – 6/12.

Total: 26/60

Foundation Candidate 3

Q1 – a poor response overall, some fairly basic vocabulary not understood. *Mi llamo* was quite a common error. Candidates need to be trained in how to manipulate verbs like *quieres* to *quiero*, whether or not it is followed by a second verb infinitive. 1,0,1,0,2,0 – 4/12.

Q2 – a reasonable response. The first bullet point is not attempted, meaning that the highest possible mark for *Communication and Content* is 7, which in this case was awarded. This demonstrates that good marks can still be attained despite language weaknesses, provided that the message is relevant and reasonably clear. 7 and 4 – 11/16.

Q3 – a reasonably good response. The first and third bullet points are clearly addressed. Although there is a partially successful attempt at the past tense, it is not relevant to the second bullet point – a frequent problem in responses to this question. 7 and 6 – 13/20.

Q4 – as is often the case, some surprises in terms of what this candidate is able and unable to translate. In section (e) we rejected *tecnología* for *ICT*. We saw many different spellings of *septiembre* and as a general rule accepted versions with one incorrect letter, so this one would have been rejected. 1,0,1,2,2 – 6/12.

Total: 34/60

Important - It is very hard to explain how this candidate, like many others, was able to attain respectable marks on the more challenging questions 3 and 4 whilst achieving very little on question 1. This strongly suggests that centres could be doing more to prepare candidates in how to approach this question.

Foundation Candidate 4

Q1 – quite a good response overall, though in common with most candidates, *Edad* was not understood. The third section is almost a perfect response but *quiero* is spelled incorrectly along with 2 other minor errors. 2,0,1,1,2,2 – 8/12.

Q2 – a good piece which addresses all 3 bullet points. Not quite enough clarity and accuracy for full marks but still in the top band. 9 and 5 – 14/16.

Q3 – a reasonable response. All 3 bullet points are addressed, though the second is rather unconvincing. Verbs and tenses are quite insecure at times, but the message is mostly clear. 7 and 5 – 12/20.

Q4 – a good attempt overall. Problems caused by *Some, too much, ICT* and a few issues with spelling. 2,1,1,2,2 – 8/12.

Total: 42/60

Foundation Candidate 5

Q1 – a reasonable response, with the usual difficulties encountered in sections 2 – 4. 2,0,1,0,2,2 – 7/12.

Q2 – a very good response. All 3 bullet points are addressed with sufficient clarity to gain full marks for *Communication and Content*. One mark lost for accuracy. 10 and 5 – 15/16.

Q3 – this is the sort of piece that is challenging for examiners. All 3 bullet points are attempted, but not always very convincingly. For the first one, we reluctantly accept *España*

as a type of holiday. The second one is attempted but with a present tense verb where a past tense is needed. The third bullet point is addressed but the response would have been improved if a clear reason had been given. Accuracy overall is somewhat insecure. 5 and 4 – 9/20.

Q4 – a poor attempt at the translation. In general, candidates left fewer blank responses this year, but this candidate is an exception to that tendency. Candidates should be made aware that any abbreviations or acronyms like *ICT* cannot be left as they are when translating.

1,0,0,1,1 – 3/12.

Total: 34/60

Higher Candidate 1

Q1 – a very good response, scoring 2,1,2,2,1,2 – 10/12. The only marks dropped were for *bueno* in section 2 and *Estoy* in section 5.

Q2 – a very good response, adequately covering all 3 bullet points. There are 2 verbs left in the infinitive which should be conjugated, but the message is still communicated clearly. A good example of a piece which is not perfect but scores full marks – 16/16.

Q3 – an excellent response, almost faultless, once again comfortably covering all 3 bullet points. Full marks – 20/20.

Q4 – again, a good example of a response which is not perfect, but which scores full marks. In part (b) we were looking for *Algunas* but accepted *Unas*. Minor errors such as adjectival agreement, as seen in part (c), are overlooked. In part (d) we accepted (reluctantly!) *bueno* in place of *bien*. 12/12

Total: 58/60. In comparison with last year, there were fewer candidates who had clearly been entered for the inappropriate tier. However, this candidate seems very able and might well have attained a higher grade if they had been entered for Higher Tier.

Higher Candidate 2

Q1 – a very poor response, scoring only 1 mark for *en inglés* in the last section. 1/12.

Q2 – a poor response. This is a good example of a candidate who is clearly focused on using past, present and future tenses but who offers very little that has any relevance to the bullet points. 3 and 2 – 5/16.

Q3 – much better. Many verbs are incorrect though some are successful and there is even an imperfect subjunctive near the end! This piece is very significant in that it shows what can be achieved by a less able candidate who makes an honest attempt to answer the question.

Despite the obvious weaknesses, all 3 bullet points are clearly addressed. 7 and 7 – 14/20.

Q4 – a reasonable response. 2 marks in the first section but nothing for part (b); most candidates struggled to translate *Some*. It was a pity that this candidate did not think of *difícil* for *hard*. Enough for 1 mark in (c). Almost enough for 2/3 in (d) but only 1 mark given due to the omission of *Este* as well as the errors. One verb error in (e) brings this down to 2/3. Total – 6/12.

Total: 26/60

Important - It is very hard to explain how this candidate, like many others, was able to attain respectable marks on the more challenging questions 3 and 4 while achieving almost nothing on question 1. This strongly suggests that centres could be doing more to prepare candidates in how to approach this question.

Higher Candidate 3

Q1 – a poor response overall, some fairly basic vocabulary not understood. *Mi llamo* was quite a common error. Candidates need to be trained in how to manipulate verbs like *quieres* to *quiero*, whether or not it is followed by a second verb infinitive. 1,0,1,0,2,0 – 4/12.
Q2 – a reasonable response. The first bullet point is not attempted, meaning that the highest possible mark for *Communication and Content* is 7, which in this case was awarded. This demonstrates that good marks can still be attained despite language weaknesses, provided that the message is relevant and reasonably clear. 7 and 4 – 11/16.
Q3 – a reasonably good response. The first and third bullet points are clearly addressed. Although there is a partially successful attempt at the past tense, it is not relevant to the second bullet point – a frequent problem in responses to this question. 7 and 6 – 13/20.
Q4 – as is often the case, some surprises in terms of what this candidate is able and unable to translate. In section (e) we rejected *tecnología* for *ICT*. We saw many different spellings of *septiembre* and as a general rule accepted versions with one incorrect letter, so this one would have been rejected. 1,0,1,2,2 – 6/12.
Total: 34/60

Higher Candidate 4

Q1 – quite a good response overall, though in common with most candidates, *Edad* was not understood. The third section is almost a perfect response but *quiero* is spelled incorrectly along with 2 other minor errors. 2,0,1,1,2,2 – 8/12.
Q2 – a good piece which addresses all 3 bullet points. Not quite enough clarity and accuracy for full marks but still in the top band. 9 and 5 – 14/16.
Q3 – a reasonable response. All 3 bullet points are addressed, though the second is rather unconvincing. Verbs and tenses are quite insecure at times, but the message is mostly clear. 7 and 5 – 12/20.
Q4 – a good attempt overall. Problems caused by *Some, too much, ICT* and a few issues with spelling. 2,1,1,2,2 – 8/12.
Total: 42/60

Higher Candidate 5

Q1 – a reasonable response, with the usual difficulties encountered in sections 2 – 4.
2,0,1,0,2,2 – 7/12.

Q2 – a very good response. All 3 bullet points are addressed with sufficient clarity to gain full marks for Communication and Content. One mark lost for accuracy. 10 and 5 – 15/16.

Q3 – this is the sort of piece that is challenging for examiners. All 3 bullet points are attempted, but not always very convincingly. For the first one, we reluctantly accept *España* as a type of holiday. The second one is attempted but with a present tense verb where a past tense is needed. The third bullet point is addressed but the response would have been improved if a clear reason had been given. Accuracy overall is somewhat insecure. 5 and 4 – 9/20.

Q4 – a poor attempt at the translation. In general, candidates left fewer blank responses this year, but this candidate is an exception to that tendency. Candidates should be made aware that any abbreviations or acronyms like *ICT* cannot be left as they are when translating.

1,0,0,1,1 – 3/12.

Total: 34/60

Guidance on marking mock exams

- **Marking schemes – best fit**

Work with the mark scheme to understand the idea of ‘best fit’. The procedure is to choose a band first, then refine down to a mark taking into account the piece as a whole and not being swayed by outlying ‘brilliance’ or ‘weakness’ – The fact that the candidate has said ‘fui’ and ‘tuve’, for example, doesn’t make use of the preterite secure – we would probably need a range of verbs including some irregulars / reflexives / different persons of the verb to conclude that a candidate really knows it inside-out.

- **Task coverage and relevance**

Consider the coverage of the task carefully – is it prescribed or recommended?

- **Harnessing teamwork**

Consider dividing marking across a departmental team, so one teacher marks each task to ensure a consistent standard with parallel classes – this will also flag areas that need additional coverage and also pick up on areas of practice for teachers to share in the department

Developing writing skills

- **Complexity**
Give students practice in adding complexity to simple sentences ‘The cat sat on the mat’ ... add adjectives, adverbs, change the tense, add a subordinate clause, add a negative.
- **Widening vocabulary**
They could also practice using a wider range of vocabulary – they don’t always need to play football (replace with hockey) and go the to the park (replace with bowling alley) or eat a pizza (replace with a local dish). This is something even quite weak candidates can do and would also support listening and reading.
- **Using questions in writing as well as speaking**
They might also consider using questions in writing, saying ‘Isn’t that interesting?’ rather than ‘It is interesting’.
- **Connecting the writing and speaking tasks**
It is worth remembering that there is overlap between writing and speaking – a bullet point in writing ‘algo que hiciste recientemente’ fits with ‘Que hiciste el fin de semana pasado?’ in terms of what the candidate needs to produce.

Component 4 - 2018

Principal Examiner feedback

- Tier of entry needs to be considered carefully.
 - The bullet points need to be followed to the letter
 - There were common words in the questions which were misunderstood or misread by some candidates
 - Basic tense endings were often mis-rendered
 - Keeping to the word count and dealing with each bullet point more or less equally is important
-

Summary of marking principles

- Best fit approach
- Do not be drawn by a few 'shining nuggets'
- Performance needs to be robustly sustained across the piece if it is to be marked at the top of a band
- Do not be overly harsh where there are errors, accepting that some error is allowable even in the top bands
- Remember this is GCSE – we do not need to demand perfection
- It's a good idea to start in the middle of the marking scheme and say, 'is it better or worse', then find the band, then decide the mark within the band. It moves up to the top of the box if there are features of the box above, or down if there are features of the box below.

Linguistic Knowledge & Accuracy

Features of complexity include, but are not limited to:

- Use of a range of tenses (and perhaps the less common ones)
- Using less common vocabulary
- Use of qualifiers (adjectives / adverbs)
- Varied clause types (particularly subordinate and relative clauses)
- Use of a range of negative expressions
- Authentic style and register maintained consistently
- Use of interrogatives / rhetorical questions

Communication

- Relevant to the bullet points
 - Detailed (maybe including good / bad examples)
 - Facts are given (Last Saturday I went to the cinema with some friends)
 - Ideas are given (I like the cinema, because the experience is much better than watching a film online; it's much more social)
 - Opinions are given (I enjoyed the film, because it had one of my favourite actors in it, although I think he was better in....)
 - There is justification that goes a little beyond the ordinary.
-

Sample marking

Please refer to the exemplars in the Component 4 materials in the zip folder for CPD 2018.

Comments from the Principal Examiner:

Foundation Tier

Candidate 1

Marks: 9, 6, 2, 2 = 19

Question 1

Marks: 2, 2, 0, 2, 2, 1.

A) Message fully conveyed.

B) Message fully conveyed.

C) Not attempted.

D) Message fully conveyed.

E) Message fully conveyed.

F) One mark lost for use of “te gusta” and the absence of a verb in the second half of the sentence.

Question 2

Marks: C-3, L-3 = 6

Communication and Content:

Just over half of the response is entirely irrelevant to the stimulus. Only the third bullet point is addressed, with reasonable success.

Linguistic Knowledge and Accuracy:

Basic vocabulary and grammatical structures used.

Question 3

Marks: C-1, L-1 = 2

Communication and Content:

A very limited response. The first bullet point is not addressed at all. The other two are alluded to but messages are very unclear.

Linguistic Knowledge and Accuracy:

A lot of English used. Very simple structures. Very little accuracy demonstrated.

Question 4

Marks: 0, 0, 0, 0, 2.

A) - D) Only the odd, isolated word is given in these responses.

E) A good attempt, meaning almost fully conveyed in both parts of the sentence.

Candidate 2

Marks: 10, 9, 9, 2 = 30

Question 1

Marks: 2, 2, 0, 2, 2, 2.

- A) Meaning fully conveyed.
- B) Meaning fully conveyed with no ambiguity, despite minor error (abburido).
- C) Not attempted.
- D) Meaning fully conveyed with no ambiguity.
- E) Two marks awarded despite use of “me gusta” rather than “me gustan”. This was the only exception to the requirement of a correct verb for this question.
- F) Meaning fully conveyed, with no ambiguity, despite minor error (fisico).

Question 2

Marks: C-5, L-4 = 9

Communication and Content:

The first bullet point is successfully addressed. Note that the reference to only one place of interest (the stimulus is expressed in the plural) is acceptable. The second bullet is attempted in the form of shopping and the use of the bus, with opinion and justification.

The third is attempted but misses the point.

Linguistic Knowledge and Accuracy:

Basic range of vocabulary and grammatical structures used. Some accuracy.

Question 3

Marks: C-5, L-4 = 9

Communication and Content:

This piece just about makes it as a *reasonable response*. All three bullet points are addressed but the message is unclear in places.

Linguistic Knowledge and Accuracy:

A simple range of vocabulary and grammatical structures is used. Verbs and tenses are frequently unsuccessful.

Question 4

Marks: 0, 0, 1, 0, 1.

- A) A valiant attempt but unsuccessful.
- B) As above.
- C) Meaning partially conveyed.
- D) Only an isolated word.
- E) Just enough for one mark.

Candidate 3

Marks: 9, 15, 15, 9 = 48

Question 1

Marks: 2, 1, 0, 2, 2, 2

- A) Meaning fully conveyed.
- B) Errors in both verbs.
- C) Inappropriate response. Does not relate to prompt.
- D) Meaning fully conveyed.
- E) Meaning fully conveyed.
- F) Meaning fully conveyed.

Question 2

Marks: C-10, L-5 = 15

Communication and Content:

All three bullet points addressed, the second and third in great detail. Facts and justified opinions expressed.

Linguistic Knowledge and Accuracy:

Simple range of vocabulary and grammatical structures used. Successful use of past and conditional tenses. A number of errors are evident, but these are mainly minor and have very little effect on communication.

Question 3

Marks: C-8, L-7 = 15

Communication and Content:

A good response with relevant information for almost all the requirements of the task. All three bullet points are addressed. The first and third bullet points are addressed with facts and justified opinions.

Linguistic Knowledge and Accuracy:

Some variety of vocabulary and grammatical structures. Verbs and tenses are successful more often than not. Occasional major errors and more frequent minor errors.

Question 4

Marks: 1, 1, 2, 2, 3.

- A) Meaning is partially conveyed.
- B) Meaning is partially conveyed.
- C) Meaning is clear despite errors.
- D) Meaning is partially conveyed.
- E) Meaning is fully conveyed. "*Hay muchisimo horas*" is a good example of a successful alternative translation, despite the grammatical error.

Additional comments from the Principal Examiner:

Question 1

Candidates are expected to write a full sentence with a good degree of accuracy for each prompt. Perfection is not required at this level, as minor errors are tolerated. However, the verb must be correct. Less is definitely more for this question. There is no need to write complex structures here to achieve full marks. On occasions, a full sentence can be as short as just two words. Candidates need to be able to manipulate “*te gusta*” into “*me gusta*”. They should also be aware of the second verb infinitive, e.g. “*Me gusta ir...*” or “*Quiero tener...*”. Familiarity with basic, everyday verbs such as *soy, tengo, tiene, es, hay, voy, hago* and *quiero* will go a long way towards ensuring success on this question. They should also be able to respond to all the usual question words.

Question 2

Candidates need to write approximately 60 words by giving information and expressing opinions according to the stimulus. It is absolutely essential to be relevant to the bullet points, and the most successful candidates covered each bullet point evenly as they had sufficient simple things to write about each one. Again, perfection is not a pre-requisite to gain full marks for this question, as responses should be mainly clear - occasional ambiguities and errors are tolerated. A simple range of vocabulary and grammatical structures is required for this task and a good level of accuracy is expected for simple structures. If complex structures are attempted that contain errors, full marks can still be gained.

Question 3

Candidates are expected to write information on each of the three bullet points in approximately 90 - 120 words. Candidates can expect these bullet points to require them to write in at least two of the past, present and future/conditional tenses. When planning their responses, it may be useful for them to write the tense that each bullet point demands by the question prompts. Candidates should be able to recognize tenses in the bullet points (e.g. *aste* and *iste* endings for the preterite) and respond accordingly. For the second bullet point, some candidates focussed on what they normally do on their birthday, thus missing the requirement for the past tense.

The mark scheme for LKA for 5 -6 marks and above, requires the inclusion of complex structures, so candidates should always give opinions, reasons and justification as well as facts.

Once again, a response to all three bullet points is essential. The rubric allows for the inclusion of further information, which will be included in the assessment, but candidates should be made aware that excessively long responses are not advisable and do not increase the chances of gaining a high mark.

Question 4

This is clearly the most challenging question on the paper. Many candidates may have been somewhat intimidated by the task. They should be encouraged to attempt more of the translation rather than leaving it blank. Perfection is not required here. There is always more than one way to translate, and partial success is probably more achievable than many candidates might think. Messages must be grammatically correct to gain full marks, although minor errors are tolerated as long as the essence of the message is communicated.

Higher Tier

Candidate 1

Marks: 4, 10, 2 = 16

Question 1

Marks: C-2, L-2 = 4

Communication and Content:

This almost seemed like a piece that the candidate had prepared for a different topic and would not be the only one of this kind encountered by examiners. The only redeeming feature is that the candidate refers to a party using some successful past tense verbs. However, it seems unlikely that the candidate had a birthday in mind, given the attempted response to the third bullet point, where “*cumpleaños*” appears to have been confused with “*compañero*”.

Linguistic Knowledge and Accuracy:

A reasonably good level of accuracy can be seen here, but it should be noted that a failure to address bullet points affects the LK&A mark as well as the C&C.

Question 2

Marks: C-5, L-5 = 10

Communication and Content:

A reasonable response, but only just. The first bullet point is dealt with very well, providing a good deal of detail including opinion and justification. However, the response to the second bullet point contains major errors and only offers 13 words, which is insufficient to gain access to the full range of marks.

Linguistic Knowledge and Accuracy:

A reasonable range of vocabulary and grammatical structures is used but there are many minor and a number of major errors. Due to the short response to the second bullet point there are no successful examples of the conditional tense, “*mi gustaría*” being the only attempt.

Question 3

Marks: 0, 0, 0, 1, 1 = 2

A) Not quite enough for one mark.

B) Barely attempted.

C) Not quite enough for one mark.

- D) Some meaning communicated. “*Madre y padre*” is acceptable for “*parents*”.
- E) Enough for one mark.

Candidate 2

Marks: 18, 20, 4 = 42

Question 1

Marks: C-9, L-9 = 18

Communication and Content:

A very good response that addresses all of the requirements of the task in clear messages. Slight ambiguity early on but generally very clear and pleasant to read, with plenty of detail along with opinion and justification.

Linguistic Knowledge and Accuracy:

A couple of wrong verb endings early on create a bad first impression but then it settles down into a piece which is mostly very accurate. A good variety of vocabulary and grammatical structures are used. Some complex structures are attempted with a fair degree of accuracy. References to the past and conditional tenses are mainly successful.

Question 2

Marks: C-13, L-7 = 20

Communication and Content:

A very good response that covers both bullet points quite thoroughly. Communication is mostly clear but with a few ambiguities, mostly due to grammatical errors.

Linguistic Knowledge and Accuracy:

A good variety of vocabulary and grammatical structures is used. Some complex structures are used with a good level of accuracy, but the piece is sometimes let down by errors with verb endings and tenses.

Question 3

Marks: 1, 0, 1, 1, 1 = 4

A) Meaning is partially conveyed.

B) Inappropriate response.

C) Almost enough for two marks, but for an incorrect verb.

D) Meaning is partially conveyed. Not quite enough for two marks.

E) Meaning is partially conveyed. Only the first few words successfully communicated.

Candidate 3

Marks: 20, 28, 11 = 59

Question 1

Marks: C-10, L-10 = 20

Communication and Content:

An excellent response that addresses all of the requirements of the task in very clear messages. All messages are detailed. Facts, ideas and justified opinions are expressed. Very pleasant to read.

Linguistic Knowledge and Accuracy:

A very good variety of vocabulary and grammatical structures are used. Complex structures are used with accuracy. References to the past and future tenses are entirely successful.

Question 2

Marks: C-18, L-10 = 28

Communication and Content:

An excellent response. Communication is very clear and very detailed. Facts, ideas and opinions expressed and justified. The candidate's ability is further demonstrated by also using past tenses to briefly describe what his/her town was like in the past, which is not required by the stimulus. This is allowed for in the rubric (*Puedes dar más información*), but candidates should be careful to prioritise their responses to the bullet points, which this candidate manages to do successfully.

Linguistic Knowledge and Accuracy:

A very good range of vocabulary and grammatical structures used, including a wide range of complex structures, with only a few minor errors. References to past and future tenses are successful. This piece is not perfect, but it unquestionably deserves full marks.

Question 3

Marks: 2, 1, 2, 3, 3 = 11

A) Meaning fully conveyed. One of very few candidates to use this construction.

B) Meaning partially conveyed. Wrong verb for "stay" in this context.

C) Meaning fully conveyed.

D) Meaning is fully conveyed, though we overlooked the absence of the indirect object pronoun, "me", as it doesn't affect the essence of the message.

E) Meaning fully conveyed.

Additional comments from the Principal Examiner:

Question 1

Some of the issues experienced by FT candidates, applied to HT candidates. However, on the whole, HT candidates coped much better with the cross-over question and produced more accurate and relevant Spanish. As at FT, there were some candidates who failed to refer to all three bullet points.

Question 2

Candidates have to choose one of two tasks and write their thoughts and opinions in 150-180 words. This year, of the two options, the question on “*tu ciudad/pueblo*” was the most popular. The task on the environment was generally only tackled by more able candidates, who may have felt more confident about the more specialised vocabulary required.

Candidates need to ensure they respond to both bullet points. In both tasks, some candidates gave inadequate responses to the second bullet point, which obviously restricted their marks for Communication and Content, as for 12 – 15 marks they must “*meet almost all requirements of the task*”. Only answering one of the bullet points therefore means that candidates will only be able to reach 8 – 11 marks at best. With the town question, many candidates only wrote about the advantages and disadvantages. A few wrote a comparison of town and country living, which missed the point. With the environment question, some candidates failed to notice the tense of the second bullet point, writing about what they do or will do to help the environment. To access the highest marks for Linguistic Knowledge and Accuracy, candidates need to show a good variety of vocabulary and grammatical structures including complex ones such as subordinate clauses. Question 2 will always expect candidates to demonstrate their ability to write in different tenses. The top band for LKA requires them to refer to present, past and futures events successfully.

From an examiner’s viewpoint, it would be useful for candidates to indicate which question they have chosen (task number or title) to avoid confusion. Likewise, whilst it is not a requirement, candidates may like to consider writing their word count at the end of the question.

Question 3

Candidates should attempt to translate the whole passage, a strategy which may enable them to partially convey the message and therefore gain one mark for the first three sentences and one or two marks for the remaining two. They should also bear in mind that there is always more than one way to translate any given phrase, though paraphrasing is risky and should be avoided if possible. Candidates can expect to have to translate a variety of tenses. At HT the translation task will be between 50 - 55 words. Therefore, at this level, candidates can expect the five sentences to contain complex structures. As with all tasks in the writing paper, the mark scheme allows candidates to gain full marks even if there are minor errors.

Teaching strategies

- Make a grammar manipulation exercise a regular lesson starter, for example giving 10 first person singular verbs in one or more tenses and tasking different groups to

manipulate them into a different person. This gives easy differentiation, because 'I' to 'he' is quite easy, but 'I' to 'they' is often less well known.

- Divide the class into groups. Give each group a post-it note with a verb on it. Then tell them to change it to 'first person singular future tense' – they have 30 seconds and can look up and discuss. They then pass on the post-it to the group next to them and you ask them to check and correct and then do another manipulation to another form or tense.

Mnemonics and checklists for complexity

Adjectives

Verb tenses

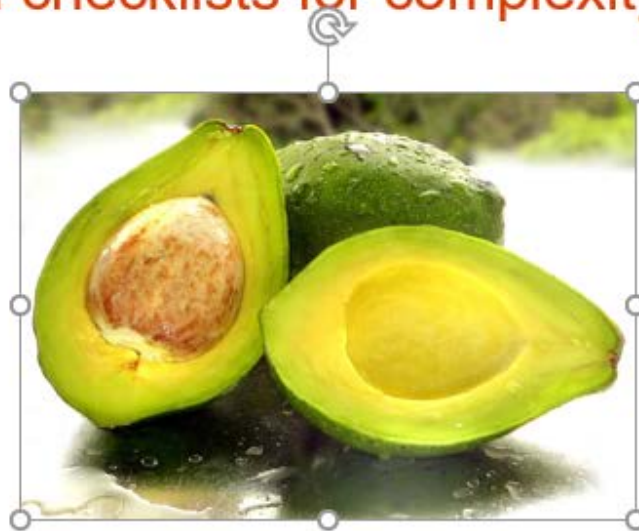
Opinions

Connectives

Adverbs

Description

Opposites



-
- Use peer assessment activities in groups with students to improve work and enable them to engage with the marking criteria.
 - Make student friendly versions of the marking schemes.
 - Teach them to reorder clauses to add sophistication e.g. 'I play football on Tuesdays and I swim twice a week', with a little effort becomes: 'Although I normally swim twice a week, on Mondays and Fridays, I also play football on Tuesdays for my school team'.
 - Give students a 30 word text with very basic answers to the bullet points of a question and ask them to 'upgrade' it to 120 words. If they can work in a word document, so much the better, because they can add in words and reorder easily.
-

Guidance

- Keep the focus on improvement for the next piece
 - Get them used to the idea of going through several drafts
 - It is worth considering running more group and shared writing activities in class on flip-chart paper or with whatever ICT platforms you have available, so that you as a teacher can be part of the discussions and gather useful information about the students' understanding.
 - Keep feedback positive - praise as well as guide. Give particular praise to students who are using good strategies (looking things up etc) and showing independence.
-

Translation

Translation into English (part of the reading paper) essentially places the emphasis on 'transfer of meaning' – this translation tests vocabulary and precise understanding. It is important that **good, clear, unambiguous English** is produced.

Translation into the assessed language tests vocabulary and the ability to manipulate grammatical structures in a precise way. This is different from the 'free response' nature of the rest of the writing paper. The segments of the translation are each differentiated and targeted at certain grammar points and the mark schemes award 2-1-0 or 3-2-1-0 depending on the segment.

Marking translation

- In class marking of translation into English should place the emphasis on transfer – this means '*would an English speaker without knowledge of the assessed language reasonably understand the same messages, in full and unambiguously, as a native speaker did from the original text?*' – This is a slightly wordy concept, but a useful rule of thumb, where as a teacher you hesitate between marks.
 - In class marking of translation into the assessed language uses the same principle in reverse. The key ideas are 'full and unambiguous'.
-

Teaching Translation

In translation into the assessed language, use pre-translation activities such as '*Hazard Detection*' – In this example each number represents a possible hazard, which students need to identify, find the references in their notes/textbooks, and the solve before they translate.

During (1) the summer lots of people go (2) on holiday to foreign countries (3). They go because they like (4) the sunshine and they enjoy eating (5) something a bit different. In the past most people spent (6) their summer holiday in the UK; usually they went to the seaside.

Mixed language texts can be useful for differentiation – more able students could do the red and less able the purple, then regroup to produce the two language versions.

Mi ideal school sería bastante big. There wouldn't be any deberes y habría dance lessons every day.

Instead of un uniforme llevaríamos pyjama. Comeríamos pizzas para lunch!

Todos los profesores would give out chocolates al principio de each class.

Mi colegio ideal would be very modern con escaleras mecánicas en vez de stairs.

- Provide English versions of the kinds of answers students might use in their conversations in the speaking test. This makes translation do double duty.
 - Produce the text of a writing task in English and ask students to translate it and then write what they think the original bullet points said.
 - Practice oral translation by doing interpreting exercises – this is good for assessed language use in the classroom – a more able student interprets for you, and weaker students are supported by hearing both versions – ‘Interpreter of the day’
-

Component 4 - 2017

How do I prepare my learners?

Foundation Question 1

- Learners must look at the instructions carefully to ensure they address the question directly and provide the information required. They should ask themselves: What exactly do I have to do here?
- Make the analysis of instructions a habit with every activity undertaken in the classroom.
- Ensure that learners know what is meant by **una frase completa** (sentence must contain a verb). Write short sentences and phrases on the board. Which are full sentences, and which are not?

Foundation Question 2

- Learners must have a range of vocabulary to provide information and to express opinions. In the case of the latter, they should have a range of expressions at their fingertips e.g. *pienso que, en mi opinión, me gusta mucho, me encanta, no me gusta, prefiero, detesto*. Practise activities in which they are required to express opinions in all thematic areas.
- Emphasise the importance of addressing all three bullet points.
- Encourage learners to think about the quality of their language. They should use their check list to check verbs, genders, agreements etc.
- Prepare learners to encounter different formats in the question, for example, an email, a blog, a letter.

Foundation Question 3/Higher Question 1

- Ensure learners know how to adjust their register. Practise writing in different registers and for different purposes: blogs, articles, letters, promotional material. They may not need to address the second person in their writing, but if they do, they will more often use the **tú** form. An exception to this would be, for example, when writing a letter applying for a job, in which case they should use **usted**.
- **Please note due to the issue of register, rubrics in Spanish will always be in the tú form. However, as stated above, learners will be required to use usted in responses where appropriate.**
- Ensure that the vocabulary for giving opinions and reasons is familiar and practise using it in context.

- For every sub-theme, practise giving opinions and reasons, using the appropriate vocabulary.
- Ensure learners can recognise the different tenses in questions and can respond appropriately.

Higher Question 2

- Ensure learners can use the appropriate register. This will be a discursive essay requiring a more formal tone.
- Practise essay writing in all thematic areas using a more formal register.
- Remind them to address all aspects of the question.
- Ensure they have the relevant vocabulary to give opinions and express their views.
- Remind them to be alert to different tenses in the question and to write their answers using appropriate tenses
- Remind them to employ their check list before submitting their work

Translation

- Incorporate bite-sized pieces of translation across all thematic areas as often as possible
- Encourage learners to adopt a systematic approach to translation:
 - Identify verbs and tenses
 - Identify need for agreements
 - Check they know vocabulary
 - Underline any specific elements they find difficult and pay special attention to these
- Before submitting translation, check that all elements have been translated. Small words are often omitted and will cost marks.

Final tips

- Encourage learners to keep an up-to-date vocabulary list under thematic headings.
- Draw up a list of verbs for each theme and practise using them in context and in different tenses.
- Ensure learners have regular writing practice in different registers.
- Ensure they are familiar with the way in which exam questions are written and that they know what is expected of them.
- Ensure they have the necessary vocabulary for giving and justifying opinions.
- Let them become used to spotting errors by marking and correcting their peers' work.
- Give them a list of useful websites where they can practise independently.