



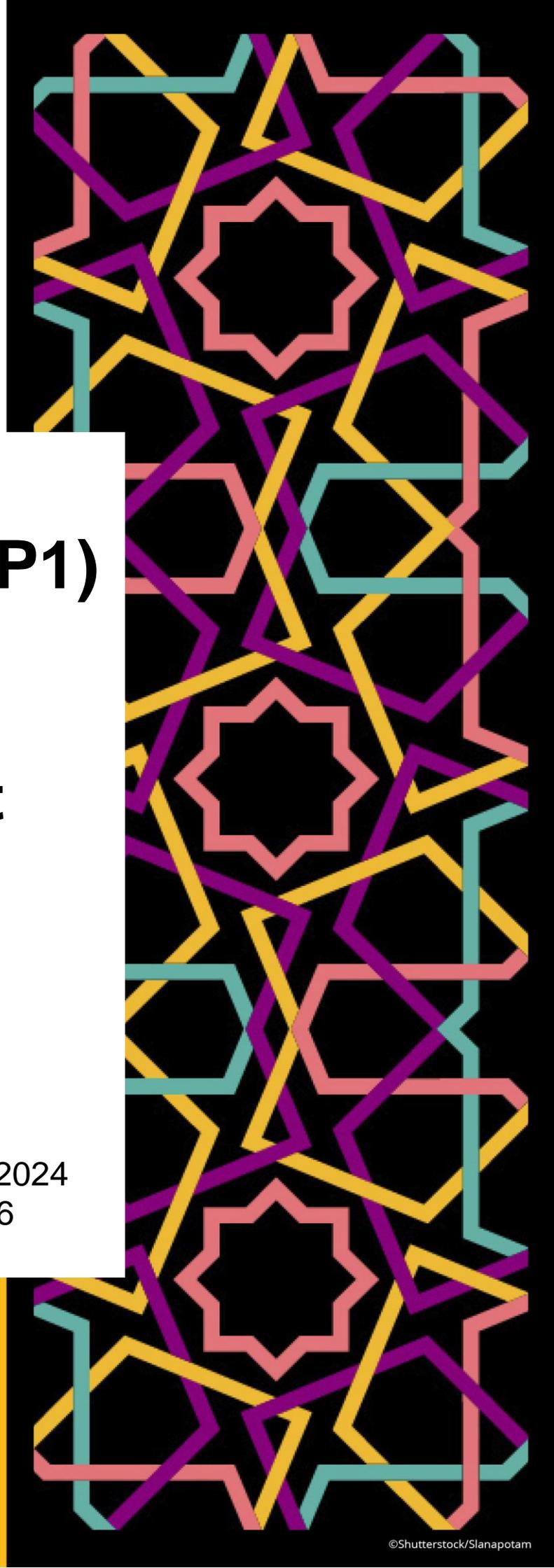
Pearson
Edexcel

GCSE (9-1) Spanish (1SP1)

Sample Assessment Materials

Paper 4, Writing
Higher

First teaching September 2024
First certification from 2026



GCSE (9-1) Spanish

Sample Assessment Materials

Paper 4, Writing

Higher

- Question Papers
- Mark Schemes

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Spanish

Paper 4: Writing in Spanish

Higher tier

Sample assessment material for first teaching
September 2024
Time: 1 hour 20 minutes

Paper Reference(s)

You do not need any other materials.

Total Marks:

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2 and 3.
- In Questions 1 and 2, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided - *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for each question are shown in brackets
 - *use this as a guide as to how much time to spend on each question*
 - *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

A large rectangular area with rounded corners, containing 30 horizontal dotted lines for writing.

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at <https://www.multilingprofiler.net>

GCSE Spanish Writing Higher tier

Paper 4 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. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.
- When assigning a band, 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 band and then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.
- You must also use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

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. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A minor error may or may not hinder clarity, i.e., the message may take time to understand but is understood (see tables below).

A major error prevents meaning being communicated, i.e., the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Spelling (slight)	Voy a colegio en biciletta	Spelling (significant)	Me gusta beber aqua
Gender	Trabaja en un oficina en la centro	Relative pronouns	Mi jardín, quien tiene flores, es grande
Accents (missing)	Estudio ingles y espanol	Accents (incorrect)	Tengo un trabajó en un supermercado
Contractions	Mi colegio está cerca de el hospital	Vocabulary	Mi amiga canta muy bueno
Word order (incorrect)	Hacer deberes es no divertido	Constructions	No llevo bien con mi hermana En invierno siempre es mucho frío
Mother-tongue interference	Vivo en una bonita casa	Mother-tongue interference	Me llamo Ana y soy 15 años
Adjective agreement	Hay un lago pequeña La camiseta es blanco	Tenses (inappropriate)	Esta noche voy a veo una película en casa

Major errors – prevents meaning being conveyed	
Verb agreement	Mi amigo juego al fútbol todos los días
Spelling (misleading)	Me gusta la nación y baloncesto
Tenses (incorrect)	El sábado pasado iré al cine con amigos
Incorrect verb formation	Podo ir de compras esta tarde Sabo que es muy interesante
Vocabulary	Me gusta tener divertido
Use of infinitive instead of conjugated verb	María ir al parque con sus amigos
Mismatch of subject and possessive adjectives	Hago tus deberes para prepararse para su examen
Mother-tongue interference	Mi hermano's habitación Hay un museum en el pueblo

Question 1 – Higher tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> • All four bullet points addressed • Frequent development of ideas • Response is comprehensible; an occasional message may be unclear. 	5	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language • Generally successful use of past, present and future timeframes • Generally accurate language; some minor errors, there may be an occasional major error.
8-10	<ul style="list-style-type: none"> • Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately. 	3-4	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures; occasionally extended sentences • Some successful use of past, present and future timeframes • Some accurate language; mostly minor errors with some major errors.
5-7	<ul style="list-style-type: none"> • Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of response are comprehensible; the message sometimes breaks down. 	1-2	<ul style="list-style-type: none"> • Limited variety of vocabulary and grammatical structures; short, simple sentences • Limited success with different timeframes • Limited accuracy in the language; frequent errors both major and minor.
1-4	<ul style="list-style-type: none"> • One or more bullet point addressed • Little or no extra detail added to ideas • Limited parts of response are comprehensible; the message often breaks down. 	0	<ul style="list-style-type: none"> • No rewardable material.
0	<ul style="list-style-type: none"> • No rewardable material. 		

Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
 - i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
 - ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
 - iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write a letter to your friend about your school.

You **must** include the following points:

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

Example response 1: open response questions

Mi instituto es público, bastante antiguo y tiene un poco de clases. Mi uniforme es incómodo y muy feo pero la peor es las normas porque son bastante estricto y nunca son justos. También, mi profesora de inglés es un poco sevro, pero a menudo simpatica. Generalmente, mi profesora de dibujo es más estricto que mi profesora de inglés. Me encanta la clase porque son interesante y divertido. No me gusta nada la educación fisica porque son muy aburrido. Después de clases, voy a ir de compras en pueblo. Voy a comprar los zapatos verde y pantalones blanco. La semana, tengo la informatica y la educación fisica.

107 words

Total marks: 15 out of 18	
Response to stimulus (AO2): 10 marks	Linguistic knowledge and accuracy (AO3): 5 marks
<ul style="list-style-type: none"> The candidate has addressed three of the four bullet points, but doesn't seem to answer the third bullet point though this may have been intended in the final sentence. The response would therefore achieve no higher than the 8-10 mark band for coverage (1.i). There is frequent development shown with each point covered including extra detail (e.g. "...mi profesora de inglés es un poco sevro, pero a menudo simpatica", "Voy a comprar los zapatos verde y pantalones blanco."). For development, the 11-13 mark band best fits (1.i). The response is comprehensible, despite errors which are accounted for in the AO3 grid. Only the final sentence is a little unclear and seems rushed. For comprehensibility, the response sits best in the mark band 11-13 (2). <p>Overall, the best fit approach when considering the three bullet points of this mark grid is in mark band 11-13 for response to stimulus, however, since the candidate only covered 3 of the bullet points, they can only achieve the top mark in the 8-10 mark band for AO2 (1.i, 2).</p>	<ul style="list-style-type: none"> Despite minor errors, there is some variety of vocabulary shown (e.g. "antiguo", "normas", "a menudo" etc.). Although the latter is misspelt, the words "feo" and 'severo' do not appear in the vocabulary list so are given equal but not extra credit for variety (3). Variation in grammar includes phrases such as "También", and "es más". There are some conjunctions and evidence of complex language. The response best sits in the top mark band for variety. The response shows some success at using the present and future timeframes but is not very successful in using the past timeframe due to the incorrect form of "tengo" in the final sentence. The response therefore sits best in the 3-4 mark band for use of timeframes (1.ii). The language is generally accurate, but includes several minor errors such as misspellings, lack of accents or incorrect articles (e.g. "simpatica", "La semana", "y pantalones" etc.). There is also an incorrect verb formation in the example "porque son interesante". The response could still be placed in the top mark band for accuracy despite this major error (1.iii). <p>The best-fit approach results in this response being placed in the top mark band for linguistic knowledge and accuracy (1.ii, 2).</p>

Example response 2: open response questions

Mi colegio es grande y muy divertido. En mi opinión historia es bien porque es interesante, mi profesor es divertido. Después del colegio lo hare jugar vídeo juegos. Luego lo hare tomar una ducha y ve a dormir. La semana pasada tuve historia, matemáticas y las ciencias.

49 words

Total marks: 10 out of 18	
Response to stimulus (AO2): 6 marks	Linguistic knowledge and accuracy (AO3): 4 marks
<ul style="list-style-type: none"> The candidate has addressed all four bullet points, though not in order of the question which is appropriate. The response would therefore sit in the 11-13 mark band for coverage (1.i). There is very little extra detail shown (e.g. “<i>muy divertido</i>”). For development, the lower end of the 1-4 mark band best fits (1.i). The response is generally comprehensible, but the occasional message leads to a delay in understanding (e.g. “<i>tuve historia...</i>”). The flow of the response is slightly disjointed. For comprehensibility, the response sits best in the lower end of the mark band 8-10 (1.i). <p>Overall, the best fit approach when considering the three bullet points of this mark grid is at the top end of the 5-7 mark band for response to stimulus, despite the fact that the candidate answered all bullet points (1.i, 2).</p>	<ul style="list-style-type: none"> There is limited variety of vocabulary and grammatical structures shown, with repetition of some words like “<i>divertido</i>”. All vocabulary appears in the Foundation tier vocabulary list, which is appropriate (3). There is the occasional extended sentence using “<i>porque</i>”. The response would best sit in the 1-2 band for variety (1.ii). There is some success at using a range of timeframes (e.g. “<i>es + adj</i>” and “<i>tuve</i>”), but the use of “<i>lo hare</i>” means that the future timeframe isn’t successfully covered. The response would best sit in the 3-4 mark band for use of timeframes. The language used is generally accurate, but with some minor errors such as incorrect articles (e.g. “<i>las ciencias</i>”) and the occasional major error. For accuracy, it would be best placed in the top mark band (1.ii, 1.iii). <p>The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy (1.ii, 2).</p>

Comparison of example responses 1 and 2

Response to stimulus (AO2):	Linguistic knowledge and accuracy (AO3):
<ul style="list-style-type: none"> Response 1 addresses fewer task bullet points than Response 2 Response 1 shows much more development than Response 2 Response 1 is more comprehensible than Response 2 	<ul style="list-style-type: none"> Response 1 shows more variety of vocabulary than Response 2 Response 1 shows similar success at different timeframes to Response 2 Response 1 shows similar accuracy to Response 2
<p>Overall, Response 1 scores higher on the AO2 grid when compared with Response 2, and slightly higher on the AO3 grid too. The main differences are in development of response and variation of grammar and vocabulary.</p>	

Question 2 – Higher tier (22 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 130–150 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
14-17	<ul style="list-style-type: none"> • All four bullet points addressed • Consistent development of ideas • Response is easily comprehensible; it is rare that the message is not immediately clear. 	4-5	<ul style="list-style-type: none"> • A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language • Consistently successful use of past, present and future timeframes • Consistently accurate language; any errors are minor.
11-13	<ul style="list-style-type: none"> • All four bullet points addressed • Frequent development of ideas • Response is comprehensible; the occasional message may be unclear. 	2-3	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures, some extended sentences; some complex language • Some successful use of past, present and future timeframes • Generally accurate language; mostly minor errors, occasional major errors.
8-10	<ul style="list-style-type: none"> • Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately. 	1	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language • Occasional success with past, present and future timeframes • Some accurate language; frequent errors, some of them major.
5-7	<ul style="list-style-type: none"> • Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down. 	0	<ul style="list-style-type: none"> • No rewardable material.
1-4	<ul style="list-style-type: none"> • One or more bullet point addressed • Limited development of ideas, any extra detail is likely to be very brief • Limited parts of the response are comprehensible; the message often breaks down. 		
0	<ul style="list-style-type: none"> • No rewardable material. 		

Question 3 – Higher tier translation (10 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5-6	The meaning of the original language is consistently and appropriately transferred; any lack of clarity is rare.	4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.	3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
0	No rewardable material.	1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
		0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 3, Higher tier in the *Sample Assessment Materials*.

Question	Model response
Normally we go to a campsite for a month. It is a beautiful place near the coast. I think that the facilities are good because it has a swimming pool. Last time I swam all day. Next year we will stay in another village to see more of the surrounding area.	<i>Normalmente vamos a un camping durante un mes. Es un hermoso lugar cerca de la costa. Creo que las instalaciones son buenas porque tiene piscina. La última vez nadé todo el día. El próximo año nos quedaremos en otro pueblo para ver más de los alrededores.</i>

Example response 1

Normalmente vamos a una camping para un mes. Es una bonito lugar cerca de costa. Creo que la instalacions son bien porque tiene una piscina. La última vez que nadé todo el día. El año futuro nos quedaremos en una otro pueblo para ver más de las alrededores.

Total marks: 9 out of 10	
Response to stimulus (AO2): 6 marks	Linguistic knowledge and accuracy (AO3): 3 marks
The meaning of the original language is consistently and appropriately transferred; with little deviation from the original meaning despite some errors which are accounted for in the AO3 mark.	Vocabulary and grammatical structures are generally accurate, but there are some minor errors (e.g., “una camping”, “de costa”, “instalacions”, “son bien” and “las”).

Example response 2

Normalmente vamos a un campo por un mes. Es un lugar hermos cerca de la costa. Pienso que las facilidades es buenas porque hay un piscina. La ultimate tiempo nadò todo el dia. El año proximi vamos a quedarse en en un pueblo diferente par ver los barrios.

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 marks	Linguistic knowledge and accuracy (AO3): 3 marks
The meaning of most of the original language is appropriately transferred, but differences exist such as the use of “campo” instead of “camping,” and the use of “ver los barrios”, which differs from the text to be translated.	Vocabulary and grammatical structures are generally accurate, but the response contains some minor errors (e.g., “hermos”, “proximi”, and “par ver”) in addition to rare major errors (e.g. “la ultimate tiempo”).

Example response 3

Normalmente voy a camping par una mes. esta una lugar bon .. el costa. Creo que los ... son bon porque hay una piscina..... nadar todo el dia. el ano que viene en un nuevo ville.

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	Linguistic knowledge and accuracy (AO3): 1 marks
The meaning of some parts of the original language is communicated, but the majority of sentences are incomplete. Despite this, we do get the gist of what the message is about.	Vocabulary and grammatical structures are limited in accuracy, there are frequent errors both major (e.g., “el ano que viene”, “nuevo ville”), and minor (e.g. “voy a”, “una mes” “nadar”).