

OXFORD AQA

INTERNATIONAL QUALIFICATIONS

INTERNATIONAL GCSE

SPANISH

9269/S

Paper 2 Speaking

Mark scheme

Specimen

Version: 1.0 Final

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

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

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Speaking Tests

Mark scheme

All candidates complete one speaking test.

Principles of marking

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document.

No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

Level of response marking instructions

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that level.

Step 1 Determine a level

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

When assigning a level, you should look at the overall quality of the performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the performance to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level, you need to decide on the mark. The exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

You may well need to go back through the test as you apply the mark scheme to assure yourself that the level and the mark are appropriate.

The test as a whole

Each candidate's speaking test consists of two parts, completed in this order:

Part 1 Discussion of photo card – 3-5 minutes
(15 marks)

Part 2 General conversation – 5–7 minutes
(25 marks)

Total marks = 40

Six photo cards will be set in each series for French and Spanish.

| | Communication | Knowledge and use of language | Pronunciation and intonation | Spontaneity and fluency | Total |
|-----------------------------|----------------------|--------------------------------------|-------------------------------------|--------------------------------|--------------|
| Photo card | 10 | 5 | | | 15 |
| General Conversation | 10 | 5 | 5 | 5 | 25 |
| Total | 20 | 10 | 5 | 5 | 40 |

Section 1: Discussion of photo card

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

Assessment criteria

The candidate's responses to the five questions are assessed for Communication and Knowledge and use of language, as specified in the criteria below.

| Level | Mark | Communication |
|-------|------|--|
| 5 | 9-10 | The speaker replies to all questions clearly and develops most answers. They give and explain an opinion. |
| 4 | 7-8 | The speaker replies to all or nearly all questions clearly and develops some answers. They give and explain an opinion. |
| 3 | 5-6 | The speaker gives understandable replies to most questions and develops at least one answer. They give an opinion. |
| 2 | 3-4 | The speaker gives understandable replies to most questions but they may be short and/or repetitive. More prompts are used to obtain a response. |
| 1 | 1-2 | The speaker replies to some questions but the answers are likely to be short and/or repetitive. The speaker is clearly reliant on the prompts in order to respond. |
| | 0 | Communication does not meet the standard required for Level 1. |

Knowledge and use of language

| Mark | Knowledge and use of language |
|------|---|
| 5 | Very good knowledge and use of language. |
| 4 | Good knowledge and use of language. |
| 3 | Reasonable knowledge and use of language. |
| 2 | Limited knowledge and use of language. |
| 1 | Poor knowledge and use of language. |
| 0 | No language produced is worthy of credit |

Notes

- (a) At least one question on each photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

*‘Repair strategies’ include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition, etc in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question ‘What is there in the photo?’. The maximum time is five minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on five minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher’s Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

In the photo card task a question may be repeated or paraphrased. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Spanish, an example would be *Internet* instead of *Red*.

If the question is in the perfect tense and the teacher paraphrases by changing the verb to the preterite and no other change, this is acceptable. However, if something is added, it is not acceptable. In that case, the student’s response will be classed as silence and therefore a non-accomplishment of the bullet point. For example, if the question is *¿Qué películas has visto últimamente?*, it is fine for the teacher to ask *¿Qué películas viste últimamente?*, but **not** *¿Qué películas viste / has visto la semana pasada?*

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

¿Qué piensas de la Red ?

(No reply)

¿Cuál es tu opinión sobre Internet?

When responding to the first question ‘What is there in the photo?’, candidate responses must be rooted in the content of the photo. Merely to say ‘I like the photo’ without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn’t. Conjecture is appropriate, eg ‘I think the weather is cold because the people are wearing coats.’

If a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

¿Qué piensas del deporte? ... ¿Por qué?

Me gusta el deporte. Es divertido.

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

¿Te gusta la comida española?

Sí, es muy sabrosa.

The following information relates to the number of questions answered by the candidate:

| | |
|-------------------|------------------------------------|
| All | Defined as all five questions |
| Nearly all | Defined as four questions |
| Most | Defined as three questions or more |
| Some | Defined as two questions |

A student who answers only one question can be awarded a mark in the 1–2 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, at least three ('most') answers will be developed by using at least three clauses.

- To score in the 9-10 band, a candidate must develop at least three ('most') replies, as well as answering all five questions clearly and giving and explaining an opinion.
- To score in the 7-8 band, a candidate must develop at least two ('some') replies, as well as answering at least four ('nearly all') questions clearly and giving an opinion.
- To score in the 5-6 band, a candidate must develop at least one reply, as well as answering at least three ('most') questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 4.

Section 2: General conversation

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Knowledge and use of language, Pronunciation and intonation, Spontaneity and fluency.**

The General conversation must last between five and seven minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme is two and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only -2 marks. The mark for the other categories is not affected. For example, if the first theme lasts for 2'20" and the second theme for 2'15", this is a penalty of -2. If you would have given the student a mark of 2+3+3+2, this will become a mark of 1+2+3+2. The penalty of -2 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (seven minutes). However, if the teacher-examiner has started to ask a question on seven minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

*¿Te gusta la comida española?
Sí, es muy sabrosa.*

| Level | Mark | Communication |
|-------|------|--|
| 5 | 9–10 | A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly. |
| 4 | 7–8 | A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions. |
| 3 | 5–6 | A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions. |
| 2 | 3–4 | A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained. |
| 1 | 1–2 | A speaker who tends to give quite short responses, but with occasional attempts at longer responses. They have only limited success in narrating events. There may be a few occasions when they are unable to answer successfully or where responses are very unclear. Gives opinions. |
| | 0 | Communication does not reach the standard required for Level 1. |

Notes

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories. For example, a mark of 1 + 0 + 1 + 0 is possible. However, a **very** short conversation will not have enough evidence to support a high mark for Knowledge and use of language, for Spontaneity and Fluency or for Pronunciation and Intonation, even though the little that is said is very accurate and well pronounced. For example, a student may answer just three or four questions with short phrases or sentences, and they give no answer whatsoever to any other question. Even though what is said is accurate and well pronounced, there is little evidence to support a mark any higher than 1+1+1+1 = 4.

| Level | Mark | Knowledge and use of language |
|-------|------|---|
| 5 | 5 | Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. Generally a high level of accuracy though minor errors may occur. |
| 4 | 4 | Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Minor errors likely when complex structures and/or vocabulary are attempted. |
| 3 | 3 | Good language with some attempts at more complex structures and vocabulary which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There |

| | | |
|---|---|---|
| | | may be minor errors and occasional more serious ones, but they do not impede communication. |
| 2 | 2 | Reasonable language which uses simple structures and vocabulary and may occasionally be repetitive. Attempts to make reference to past or future events may have only limited success. Errors may occasionally impede communication. |
| 1 | 1 | Basic language which uses simple structures, a limited vocabulary range and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication. |
| | 0 | The language does not meet the standard required for Level 1. |

In order to score in the 3–4 bands for Knowledge and use of language, a candidate must have had a recognisable attempt at all three time frames. For the 1–2 bands, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of *Sí* to the teacher's question *¿Te gustó la película?*

The verb for an utterance communicating a past or future time frame may be in the present tense in Spanish. For example: *Estudio español desde hace tres años* (past time frame); *Voy al partido este fin de semana* (future time frame).

| Level | Mark | Pronunciation and intonation |
|-------|------|---|
| 5 | 5 | Consistently good pronunciation and intonation throughout. |
| 4 | 4 | Good pronunciation and intonation with only occasional lapses in more challenging language. |
| 3 | 3 | Pronunciation is generally understandable with some sustained intonation. |
| 2 | 2 | Pronunciation is usually understandable with a little intonation; comprehension is sometimes delayed. |
| 1 | 1 | Pronunciation and intonation are occasionally understandable; comprehension is difficult at times. |
| | 0 | Pronunciation and intonation do not reach the standard required for Level 1. |

| Level | Mark | Spontaneity and fluency |
|-------|------|---|
| 5 | 5 | Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker. |
| 4 | 4 | Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language. |
| 3 | 3 | Good exchange in which the speaker sometimes reacts naturally to the questions asked, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions but the delivery generally has a reasonable pace. |
| 2 | 2 | Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times. |
| 1 | 1 | Basic exchange in which the speaker shows no spontaneity and relies heavily on pre-learnt responses. There are frequent and sometimes long hesitations. Slow delivery means that the conversation is disjointed and lacks any flow. |
| | 0 | Spontaneity and fluency do not reach the standard required for Level 1. |

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

Appendix – Photo cards – Guidance on paraphrasing

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

| | Original wording | Allow | Reject |
|---|--|--|--|
| 1 | ¿Qué has hecho últimamente? | Use of the preterite in place of the perfect tense: ¿Qué hiciste últimamente / recientemente? | Use of a different past time marker: ¿Qué has hecho la semana pasada? |
| 2 | ¿Qué quieres hacer en setiembre? | Substitution of the conditional tense of gustar for the present tense of querer and vice versa: ¿Qué te gustaría hacer en setiembre? | A re-wording that doesn't retain the same meaning: ¿Qué planes tienes para el futuro? |
| 3 | Para ti, ¿cuáles serán los aspectos positivos de un trabajo? | Substitution of the future tense for the immediate future and vice versa: Para ti, ¿cuáles van a ser los aspectos positivos de un trabajo? | Addition of an extra element, such as a future time marker: Para ti, ¿cuáles serán los aspectos positivos de un trabajo en el futuro? |
| 4 | ¿Qué haces en tu tiempo libre? | A change to the language which retains the same meaning: ¿Qué haces en tus ratos libres? | Addition of an extra element: ¿Qué actividades haces en tu tiempo libre? |
| 5 | ¿Te gusta la idea de trabajar en otro país | A change to the language which retains the same meaning: ¿Te gusta la idea de trabajar en el extranjero? | Addition of an extra element: ¿Te gusta la idea de trabajar en otro país, por ejemplo España? |