2008 Spanish

Intermediate 2 – Writing

Finalised Marking Instructions

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Intermediate 2

Task: Letter of application for a job abroad, including information specified in a number of bullet points.

Assessment Process:

1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

2 Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words 'if any' and will not incur penalties if omitted.)

3 Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.

Category	**Mark**	**Content**	**Accuracy**	**Language Resource – Variety, Range, Structures**
Very Good	20	• All five compulsory areas are covered fully, in a balanced way, including some complex sentences. • Candidates cover the initial bullet points very correctly and competently but also provide detailed information in response to the later bullet points, which are specific to the job advert in question. • A range of verbs/verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out and serious application for a job.	• The candidate handles all aspects of grammar and spelling accurately, although the language may contain 1 or 2 minor errors. • Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.	• The candidate is comfortable with the first person of the verb and generally uses a different verb or verb form in each sentence. • Some modal verbs and infinitives may be used, especially at Bullet Point (BP) 5. • There is good use of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and/or subordinate clauses, especially from BP 3. • The language flows well.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Good	16	• All five compulsory tasks are addressed, perhaps mainly using less complex sentences. • The responses to bullet points 4 and 5 may be thin, although earlier points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms.	• The candidate handles verbs accurately but simply. • There are some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents is less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be one or two examples of inappropriately selected vocabulary, especially in the later bullet points.	• There may be repetition of verbs. • Where relevant, word order is simple. • There may be examples of listing, in particular at BP 3, without further amplification. • There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences. • The candidate keeps to more basic vocabulary and structures in the final two bullet points and may only ask for one piece of information eg How much will I earn?
Satisfactory	12	• The candidate uses mainly simple, basic sentences. • The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg *I like; I go; I play*. • Area 4 (reasons for application) may be covered in a rather vague manner. • Area 5 (questions) may be addressed either with a general question or one single specific question, frequently about money or time off.	• The verbs are generally correct, but basic. • There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion. • Prepositions may be missing eg I go the town. • While the language may be reasonably accurate in the first three areas, in the remaining two control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect.	• The candidate copes with the first and third person of a few verbs. • A limited range of verbs are used on a number of occasions. • Sentences are basic and mainly brief. • There is minimal use of adjectives, probably mainly after “is” eg Chemistry is interesting. • The candidate has a weak knowledge of plurals. • There may be several spelling errors eg reversal of vowel combinations.

Category	**Mark**	**Content**	**Accuracy**	**Language Resource – Variety, Range, Structures**
Unsatisfactory	8	• The content is basic. • The language is repetitive, eg *I like, I go, I play* may feature several times within one area. • As far as content is concerned, there may be little difference between Satisfactory and Unsatisfactory. • While the language used to address BP 1 and 2 is reasonably accurate, serious errors appear during BP 3.	• Ability to form tenses is inconsistent. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • The final two areas may be very weak. • Overall, there is more incorrect than correct.	• The candidate copes mainly only with the personal language required at BP 1 and 2. • The verbs “is” and “study” may also be used correctly. • Sentences are basic. • An English word may appear in the writing. • There may be an example of serious dictionary misuse.
Poor	4	• The content and language are very basic.	• Many of the verbs are incorrect. • There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion. • Prepositions are not used. • The language is probably inaccurate throughout the writing. • Three or four sentences may not be understood by a sympathetic native speaker.	• The candidate cannot cope with more than 1 or 2 basic verbs. • The candidate displays almost no knowledge of the present tense of verbs. • Verbs used more than once may be written differently on each occasion. • Sentences are very short. • The candidate has a very limited vocabulary. • Several English words may appear in the writing. • There are examples of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Poor	0	• The content is very basic OR • The candidate has not completed at least three of the core bullet points.	• (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker.	• The candidate copes only with “have” and “am”. • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • There may be several examples of serious dictionary misuse.

What if….?	
the candidate has failed to copy out the introductory section or has not adapted it to the correct gender?	Pay minimal attention to this. However, it is an initial indication that the candidate probably will not attain the top mark.
three bullet points fit into one category but two others are in the next, lower category?	This is often an indication that you would award the higher category. However, it may be wise to consider which bullet points are better. If the better sections include the first and second bullet points, which are more basic, you are less likely to be generous than if the final bullet points were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. When in doubt give the candidate the benefit of the doubt.
the candidate very clearly is applying for an entirely different job to the one on the examination paper?	The maximum award which can be given is 8/20, if the language is considered to be worth 12 or more. If the language is assessed at 8, award the mark 4. Otherwise, award 0.

[END OF MARKING INSTRUCTIONS]