Applying Your Knowledge Test

Y9 Term 2 Spanish
Mark Scheme

**PART A**

**1 mark** awarded forcorrectly assigning an activity to a person(s).

**1 mark** awarded for correctly assigning an activity to a time period.

If a student circles more than one answer in the same box, they do not receive any marks for that item.

2 marks / item = max. **16** marks in total

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Activity** | **Who?** | **When?** |
| 1. | travel to Cantabria | Lucía | Daniel | **last year** | next year |
| **Lucía y Daniel** | other people | usually in the past |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. | organise something | Lucía | Daniel | **last year** | next year |
| Lucía y Daniel | **other people** | usually in the past |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3. | travel around | **Lucía** | Daniel | last year | next year |
| Lucía y Daniel | other people | **usually in the past** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4. | give encouragement | Lucía | **Daniel** | last year | next year |
| Lucía y Daniel | other people | **usually in the past** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5. | manage to finish in third place | Lucía | **Daniel** | **last year** | next year |
| Lucía y Daniel | other people | usually in the past |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6. | take someone home | Lucía | Daniel | **last year** | next year |
| Lucía y Daniel | **other people** | usually in the past |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7. | come again | Lucía | **Daniel** | last year | **next year** |
| Lucía y Daniel | other people | usually in the past |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 8. | swim in the river | Lucía | Daniel | last year | **next year** |
| **Lucía y Daniel** | other people | usually in the past |

**PART B**

2 marks / item = max. **8** marks in total

|  |  |  |
| --- | --- | --- |
| a) |  Which part of Cantabria is mentioned? When was the trip? | **The north (1) January (1)** |
| b) | Why did they go there? | **to take part/participate in a challenge (1) and to enjoy the nature (1)** |
| c) | Where does the path start and finish? |  **(1) the sea (1) (the high part of) a mountain (1)**  |
| d) | What happened to Daniel? When? | **He had a problem with his leg (1) when he went down/descended a hill (fast) (1)** |

**SECTION B (READING)**

**PART A**

0.5 mark / item = max. **3** marks in total

|  |  |
| --- | --- |
| Frida taught in a school.  | **6** |
| Frida and Diego moved to the United States. | **4** |
| Frida met Picasso. | **5** |
| Frida had an accident. | **2** |
| Frida started to go out with someone. | **3** |
| Frida learned how to draw. | **1** |

**PART B**

1 mark / item = max. **5** marks in total

|  |  |  |  |
| --- | --- | --- | --- |
|  | T | F | NM |
| Frida was ill when she was a child.  | X |  |  |
| Frida wanted to study medicine.  | X |  |  |
| Frida learned how to draw in her school. |  | X |  |
| Frida never returned to Mexico. |  | X |  |
| Frida died in Mexico City. |  |  | X |

|  |
| --- |
| **0** **marks** awarded for an incorrect word or the correct word with more than one spelling mistake. **0.5** **mark** awarded for an otherwise correctly-spelled word with a missing accent, with an unnecessary accent added to a non-accented letter, or with one spelling mistake (including an agreement error).**Note on this tolerance**: The NCELP Achievement Test rewards full accuracy of accent use, whereas more tolerance is desirable in the Applying Your Knowledge test. In this test, there are only three words with accents (comí, último and después), so for the majority of words (7 of the 10) a mark cannot be lost due to the wrong choice of an accent.**Note:** The suggested answers below are from the Spanish KS3 Scheme of Work. Marks are awarded for these or any **other correctly-spelled word** that **fits the gap** and **makes sense**.**nouns:** sur, pie**verbs:** nadamos, comí, comprar**adjectives:** preciosa, último**other (prep, article, pronoun):** me, después, algo |

# SECTION C (WRITING)

# Postcard, Post Office, Letter, E-MailPART A

¡Hola, Nadia!

Estoy de vacaciones en el **sur** de Francia. Ayer fui a una playa **preciosa** con mi hermano y ¡ **nadamos** en el mar toda la tarde! Entonces ocurrió **algo** raro. Estaba jugando en el agua cuando de repente noté un dolor en el **pie**. ¡Creo que un animal me atacó, pero escapó rápido! **Después** mi hermano montó en bicicleta por el centro del pueblo. Yo **comí** unos dulces muy ricos en la plaza. Todos los días **me** levanto bastante temprano porque quiero hacer muchas cosas. Mañana va a ser el **último** día de vacaciones, así que voy a recorrer la zona. También voy a **comprar** unos regalos antes de regresar a casa. ¡Te echo de menos !

Adiós,

Lucía

1 mark / item = max. **12** marks in total

# PART B

**‘Sentence’ refers to groups of words that include a verb phrase.**

**1 mark** awarded for the use of a word where its meaning is fully and accurately communicated.

**0.5** **mark** awarded where the meaning of a word is communicated but it is not used accurately (e.g., the tense or person is inaccurate).

**0** **marks** awarded where knowledge of the meaning and use of a word is not demonstrated.

**NB:** This test is based on the NCELP Spanish KS3 Scheme of Work. This means that the mark scheme below assumes no prior knowledge of Spanish other than the language covered in the NCELP Scheme of Work. Credit should be given – following the above criteria – where language that has not been covered is used.

4 marks / set of 2-3 sentences = max. **8 marks** in total

# SECTION D (SPEAKING)

For overall fluency (parts A & B combined) = max. **2** marks in total

For each sentence 1-6, give up to **2 marks** for meaning and up to **1 mark** for accuracy, giving up to **3 marks for each idea** in total. A different activity and verb need to be used for each sentence for the marks to be awarded.

Overall, there are **2 additional marks** available for **fluency** in total over parts A and B**.**

For **meaning (comprehensibility):**

**2 marks** awarded where the meaning of the idea is communicated with little effort required on the part of the listener.

**1 mark** awarded where the meaning of the idea is communicated with some effort required on the part of the listener.

**0 marks** awarded where the meaning of the sentence is not communicated.

For **accuracy (clarity):**

**1 mark** awarded where all or most of the features (vocabulary, grammar, pronunciation, intonation) are accurately produced.

**0.5 mark** awarded where some of the features (vocabulary, grammar, pronunciation, intonation) are accurately produced.

**0 marks** awarded where few or none of the features (vocabulary, grammar, pronunciation, intonation) are accurately produced.

For **fluency:**

**2 marks** awarded where the speech contains few (or no) hesitations within and/or between clauses and/or only contains few (or no) self-corrections.

**1 mark** awarded where there are some hesitations and/or self-corrections.

**0 marks** awarded where there are many hesitations and/or self-corrections.

**Notes on tolerance**

Where comprehension is not impeded, allow for a foreign accent in pronunciation.

3 marks / sentence (parts A & B) = max. **18** marks in total

**Possible responses to speaking task** (using language covered in the NCELP Scheme of Work up to the point of testing). The use of any language that fulfils the task requirements should receive credit (i.e., words do not have to come from the NCELP SOW).

(The grid follows the pattern of the photos in the test paper.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ofrecer / Dar / Hacer / Recibir un regalo Regalar una cosa / algo a un amigo / a mi madre… | Cocinar / Preparar comida con mi hermano/a | Comer / Cenar con una amiga | Jugar a(l) fútbol / Practicar deporte / Hacer ejercicio | Ir de compras / Comprar algo con una amiga / Ir al centro para comprar |
| Bailar / Ver un espectáculo  | Cantar / Tocar la guitarra | Correr / Hacer deporte / ejercicio en el campo / en la naturaleza | Celebrar / Organizar una fiesta / un cumpleaños / Pasar tiempo con los amigos  | Dibujar / Pintar / Crear arte / en el campo |

**SECTION E (READING ALOUD & COMPREHENSION)**

**PART A**

This text is composed of roughly 85% of the words covered in the NCELP Scheme of Work up to the point of testing. The other 15%, which have not yet been covered, are shaded grey in the mark scheme below. These unfamiliar words are transparent cognates or near-cognates of English, whose SSCs have been covered in the NCELP Scheme of Work to date. The cognates provide a good test of SSC knowledge (as learners must inhibit their English SSCs), and aid comprehension for Part B where they must demonstrate understanding.

**For each** **paragraph**, give up to **1 mark** for comprehensibility and **1 mark** for fluency, as per the criteria below. This gives **up to 2 marks** per paragraph in total. However, there must be a minimum level of comprehensibility (**0.5 marks**) before marks can be awarded for fluency.

**1 mark** awarded where words are pronounced very clearly and comprehensibly, with all or most of the features (SSCs and stress patterns) accurately produced.

**Plus 1 mark** awarded where the paragraph is read very fluently (with few hesitations and/or self-corrections).

**Plus 0.5 mark** awarded where the paragraph is read quite fluently (with some
hesitations and/or self-corrections).

**0.5 mark** awarded where words are pronounced quite clearly and comprehensibly, with most of the features (SSCs and stress patterns) accurately produced.

**Plus 1 mark** awarded where the paragraph is read very fluently (with few hesitations and/or self-corrections).

**Plus 0.5 mark** awarded where the paragraph is read quite fluently (with some
hesitations and/or self-corrections).

**0 marks** awarded where words are pronounced neither clearly nor comprehensibly, with few of the features (SSCs and stress patterns) accurately produced.

**0 marks** awarded for fluency where the paragraph is not awarded any marks for comprehensibility.

2 marks / paragraph = max. **10** marks in total

|  |  |  |
| --- | --- | --- |
|  | **Idea****Note: unknown words are highlighted in grey** | **Notes on tolerance** |
| **1.** | La fiesta de los quince años es un momento importante, especialmente para la identidad de las chicas. Es la representación del paso a la vida adulta. | Tolerate *generación* stress inaccuracy if SSCs [ge] and [ci] are correctly pronounced. [Ci] may be either be pronounced with ‘distinción’ (as in most of mainland Spain) or ‘seseo’ (as in the Canaries and Latin America). |
| **2.** | Es una tradición considerablemente conocida, pero su popularidad es mayor\* en México. | The ‘x’ in ‘México’ can be pronounced like the ‘x’ in ‘taxi’ or like the Spanish ‘j’. |
| **3.** | En esta celebración la chica lleva un vestido precioso con muchas decoraciones.  | [Ci] may be either be pronounced with ‘distinción’ (as in most of mainland Spain) or ‘seseo’ (as in the Canaries and Latin America). |
| **4.** | Sus amigos la acompañan y ¡existe la posibilidad de invitar a más de cien personas! Los padres están visiblemente orgullosos y muestran mucha emoción. | [Ci] may be either be pronounced with ‘distinción’ (as in most of mainland Spain) or ‘seseo’ (as in the Canaries and Latin America). |
| **5.** | Para la hija es una ocasión única, una oportunidad para cumplir su sueño.  |  |

**PART B**

Notes:

Award **0.5 mark** for each **fact** correctly identified in the text.

Permissible facts are listed in the grid below, each within [ ].

The facts can be expressed using any reasonable English formulation.

max. **2** marks in total

|  |  |  |
| --- | --- | --- |
|  | **Allow (or equivalent):**  | **Disallow:** |
| **1.** | [A fifteen year old’s party is an important moment] [especially / mainly for the identity of girls / for girls’ identity] [it represents the step to adult life] |  |
| **2.** | [It’s a very well-known/famous tradition] [but its popularity is greater in Mexico / it’s more popular in Mexico] |  |
| **3.** | [In this celebration/party the girl wears/is wearing a beautiful/nice dress] [with many decorations] |  |
| **4.** | [Her friends go with her/accompany her] [it’s possible to invite more than one hundred people] [the/her parents are visibly proud] [and show a lot of emotion]  |  |
| **5.** | [For the daughter it’s a unique occasion] [an opportunity to fulfil / achieve her dream]  | Just ‘it’s an occasion’ (understanding of ‘unique’ must be shown) |

Image information: All images are from <https://pixabay.com/>