Applying your knowledge test

(Y8 Term 3 Spanish)

Mark scheme and transcript

**SECTION A (LISTENING)**

**TRANSCRIPT**

[For **part A**, students hear the text **twice**, with **20** seconds in between. For **part B**, students hear the text **one more time**.]

Daniel y yo somos muy activos. A Daniel le encantan los paseos en el campo porque puede aprovechar la naturaleza y descansar allí. En cambio yo voy al centro de la ciudad. Por ejemplo, el sábado pasado fui a una tienda de ropa para comprar una falda verde y unos zapatos preciosos. Daniel pasó tiempo al lado de un río y después subió una montaña para ver las vistas y sacar fotos.

Si estamos en casa, jugamos en el jardín o ayudamos a nuestra mamá. Esta tarde yo voy a lavar el coche y él va a limpiar la cocina. También vamos a comer tapas en un bar nuevo. Este bar es más caro que otros bares, pero la comida es mejor.

**PART A**

~~play in the garden~~ read a book ~~spend time by a river~~

~~meet some friends~~ look for and listen to birds

~~go to the city centre~~ ~~clean the kitchen~~ ~~go to a clothes shop~~

**1 mark =** Correctly assigning an activity to a person(s)

**1 mark =** Correctly assigning an activity to a time period

If a student writes more than one answer in the same box, they receive zero points for all items in that box.

2 marks / item = max. **12** marks in total

|  |  |  |  |
| --- | --- | --- | --- |
| **when?**  **who?** | **in the past** | **in general** | **in the future** |
| **Lucía** | 1. **go to a clothes shop** | **1. go to the city centre** | [1. wash the car] |
| **Daniel** | **1.spend time by a river**  [2.went up a mountain] | [1. loves going to the countryside] | **1. clean the kitchen** |
| **Lucía y Daniel** |  | **1. play in the garden** | **1.** **meet some friends** |

**PART B**

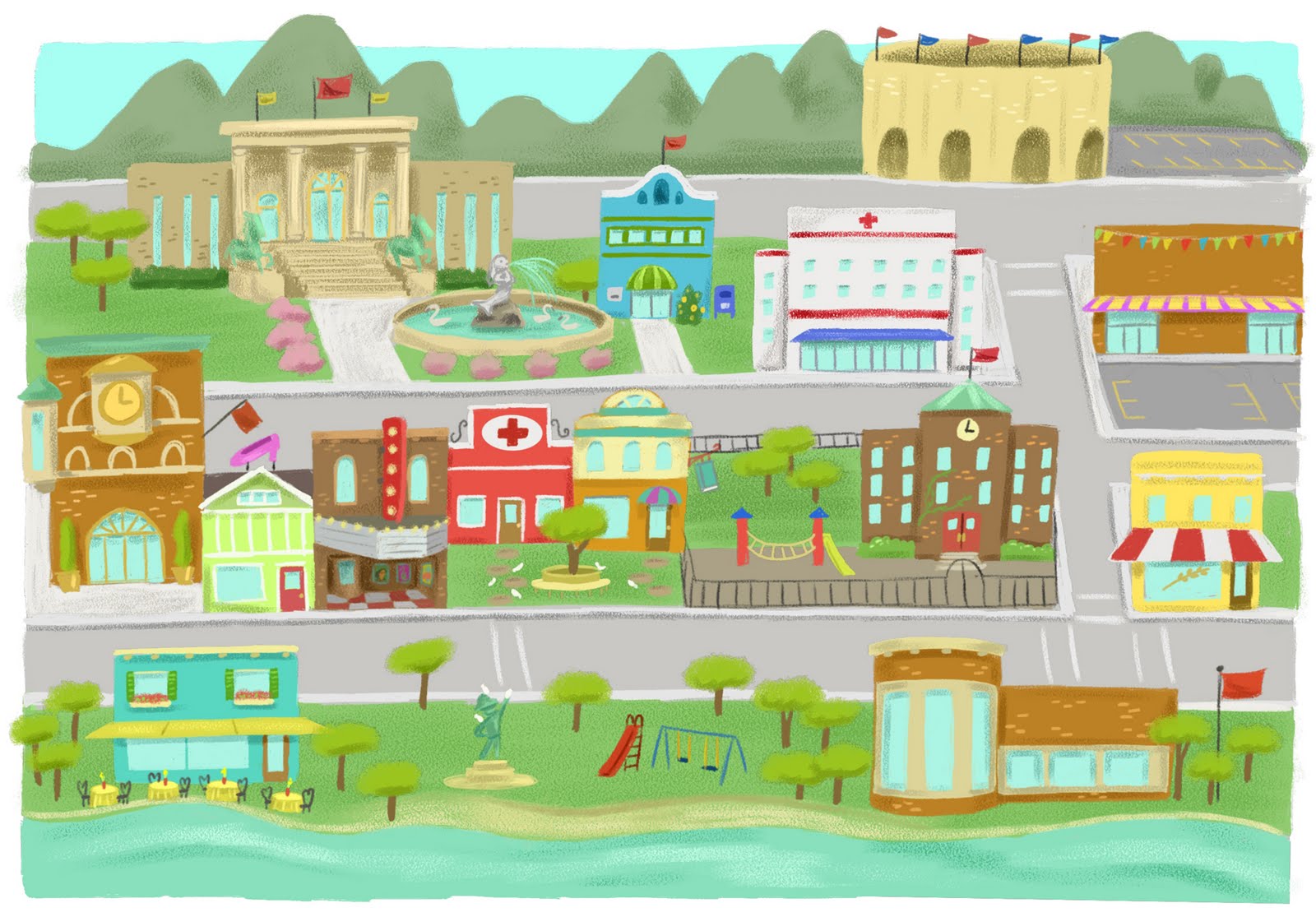
2 marks / item = max. **8** marks in total

|  |  |  |
| --- | --- | --- |
| a) | Why does Daniel love going on trips to the countryside? | **make the most of nature (1) and rest (1)** |
| b) | What did Lucía buy? | **a green skirt (1) and some beautiful shoes (1)** |
| c) | Why did Daniel go up the mountain? | **to see the views (1) and to take photos (1)** |
| d) | How does Lucía compare the new bar with the other bars? | **the new bar is more expensive (1) but the food is better (1)** |

**SECTION B (READING)**

**PART A**

0.5 marks / item = max. **4** marks in total



gift shop

history museum

school

stadium

tower

book shop

café

church

teatro

**PART B**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| a train station |  |  | a park | ✓ |
| a stadium | ✓ |  | a theatre |  |
| a cinema | ✓ |  | a bank |  |
| a market |  |  | old buildings | ✓ |

**PART C**

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

Half-marks may be awarded for correct recognition of a tense (but not adverb). Thus:

1.5 marks are awarded for the following order: ‘3, 2, 4, 1’, because the boat race and the traditional music concert are both referred to using the periphrastic future (ir + infinitive).

|  |  |
| --- | --- |
| boat race on the river | **4** |
| Santa Orosia festival | **2** |
| traditional music concert | **3** |
| art classes | **1** |

**SECTION C (WRITING)**

**PART A**

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

|  |
| --- |
| Notes on tolerance:  **0.5** mark awarded for an otherwise correctly-spelled word with an **unnecessary accent** **added** to a non-accented letter.  **Note on this tolerance:** The NCELP achievement test rewards full accuracy of accent use, and more tolerance is desirable in the Applying Your Knowledge test so that a large proportion of the marks (1/6th in this case) of the marks cannot be lost due to the wrong choice of an accent. |

Daniel, Diego y Ana están en la **cocina** y **tienen** unos problemas. Diego no **quiere** comer porque los platos están **sucios**. Él parece bastante **cansado**. Ana está **enojada** porque hay **agua** en el suelo. Daniel parece **aburrido**. No quiere hacer los **deberes**. Él debe **leer** un libro, **pero** hay mucho **ruido**.

**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 scheme of work. Thus, the mark scheme below assumes no prior knowledge of Spanish other than the language covered in the NCELP SOW. Credit should also 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

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

For each **idea** in **parts A and B** we suggest awarding **2 marks** for meaning and **1 mark** for accuracy for each, giving **3 points for each idea** in total.

In addition, overall, there are 2 marks available for **fluency** in total over parts A and B**.**

For **meaning:**

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

**1** markawarded 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:**

**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 for both parts A & B combined:**

**2** mark awarded where speech does not contain many hesitations in between clauses and/or only contains a small number of self-corrections.

**1** mark awarded where there are a few hesitations and/or self-corrections

**0** marks awarded where speech contains many hesitations or self-corrections.

**Notes on tolerance**

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

Tolerance is likely to be greater in year 8 than in later years when students will have had more practice.

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

**PART A**

This text is composed of roughly 80% words which have been covered in the NCELP Scheme of Work up to the point of these assessments. The other 20%, which have not yet been covered, are shaded grey in the marking grid below. These unfamiliar words are transparent cognates of English, whose SSCs have been covered in the SoW 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** **sentence** we suggest awarding **1 mark** for comprehensibility and **1 mark** for fluency, giving 2 points for each sentence in total. However, there must a minimum level of comprehensibility (0.5 points) before points can be awarded for fluency.

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

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

**Plus 0.5** mark awarded where the sentence 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, syllables and stress patterns) accurately produced.

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

**Plus 0.5** mark awarded where the sentence 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, syllables and stress patterns) accurately produced.

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

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

|  |  |  |
| --- | --- | --- |
|  | **Idea** | **Notes on tolerance** |
| **1.** | Juan Luis Guerra es un músico de la República Dominicana, un país pequeño en el Caribe. | ignore [gue]  SSCs include: [ñ], [rr], [ca]  Stress includes: república, músico (ante-penultimate syllable) |
| **2.** | Su música es muy conocida, especialmente la canción ‘*Ojalá que llueva café*.’ | SSCs include: [ci], [j], [ll]  Stress includes: ojalá, café (final syllable) |
| **3.** | Antes de aprender la guitarra, Guerra estudió filosofía en la universidad. | ignore [gue]  SSCs include: [rr]  Stress includes: estudió, filosofía (final syllable) |
| **4.** | Ahora da conciertos en todo el mundo y gana muchos premios. | SSCs include [ci], [ga]  Stress includes: gana, ahora (penultimate syllable) |
| **5.** | Dice que su música celebra y honra la cultura de su nación. | SSCs include [silent h], [cu], [ci], [que], [ce]  Stress includes: nación (final syllable), celebra (penultimate syllable) |

**PART B**

Notes:

Award **1/2 point** for each **fact** correctly identified in the text, up to a maximum of 1 point for facts from a single sentence.

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

The facts can be expressed using any reasonable English formulation. Given the use of narrative present in the text, it is OK if the present tense is used in the English renderings (or the past, or a mixture).

max. **2** marks in total

|  |  |  |
| --- | --- | --- |
|  | **Allow something like** | **Disallow** |
| **1.** | Guerra is a [musician] from [the Dominican Republic], [a small country] in [the Caribbean] |  |
| **2.** | [his music is very well-known] [especially the song ‘ojalá que llueva café’]  Note: students may say the name of the song in Spanish. They wouldn’t be expected to translate this. The unknown words here are testing pronunciation of [z], [ll] and [v] SSCs, plus diphthong [ue]. |  |
| **3.** | [before learning the guitar] Guerra [studied philosophy] [at university] | only ‘studied’ |
| **4.** | Now [he gives concerts] [around the world / all over the world] and [wins many prizes / wins a lot of prizes] |  |
| **5.** | he says that [his music celebrates] and [honours the culture] [of his nation] |  |

Image information:

1. Picture of Juan Luis Guerra by Lunchbox LP <https://commons.wikimedia.org/wiki/File:Juan_Luis_Guerra_en_Acceso_Total_(3).jpg>

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2. Picture of Feria de Sevilla by Edumund Gall

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