Applying your knowledge test

(Y7 Term 3 Spanish)

**Mark scheme**

# **SECTION A (LISTENING)**

2 marks / item = max. **20** marks in total

# **TRANSCRIPT**

[students hear the text twice, with **20** seconds in between.]

Durante las vacaciones, Lucía y Daniel hacen actividades interesantes. Lucía lee libros en español. Escribe también, pero no siempre. Daniel monta en bici y disfruta el campo.

Hoy Daniel y Lucía están en casa. Lucía puede descansar. Daniel no tiene planes; sólo quiere hablar con un amigo por la noche. Los dos chicos están bien.

**Who …?**

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|  | Lucía | Daniel | Lucía and Daniel | The story doesn’t say |
| **1.** reads books | x |  |  |  |
| **2.**  rides a bike |  | x |  |  |
| **3.** buys things |  |  |  | x |
| **4.**  enjoys the countryside |  | x |  |  |
| **5.** is at home today |  |  | x |  |
| **6.**  can rest | x |  |  |  |
| **7.** must study |  |  |  | x |
| **8.** has plans |  |  |  | x |
| **9.**  wants to talk to a friend |  | x |  |  |
| **10.** is well |  |  | x |  |

# **SECTION B (READING)**

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| 2 marks / item = max. **20** marks in total |
| **‘Phrase’ is taken to refer broadly to groups of words that make up a noun (including pronominal) phrase, verb phrase, adverbial phrase, or prepositional phrase.**  **1** mark awarded where the meaning of a phrase is fully communicated.  **0.5** mark awarded where the meaning of a phrase is partially communicated. Impartial communication might be due to lack of clarity in the use of English grammar.  **0** mark awarded where the meaning of a phrase is not communicated.  **Notes on tolerance**  The award of a 0.5 mark is at the discretion of the teacher, though some suggestions for the award of a 0.5 mark for an impartially communicated phrase are offered below. **NB:** If you have a large proportion of EAL (English as an additional language) students or students with specific dialects, you may wish to adapt this suggested mark scheme to take into account variations in the use of English. |

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| **L2** | **Suggested English translation** | **Features tested (week taught in NCELP SOW)** |
| ¿Qué haces los domingos? **[2]** | What **[1]**  do you do **[1]**  on Sundays? **[1]** | - vocabulary  - question word *qué* (1.1.4)  - present simple for habitual aspect (1.1.6)  - definite article ‘los’ with days of week for habitual meaning (2.2.3) |
| Debo hacer tareas en casa. **[3]** | I have to do OR I must do **[1]**  tasks **[1]**  at home ORin the house**[1]** | - vocabulary  - forms of *deber* (1st sing) (2.2.3)  - *deber* + infinitive (modal) (2.2.3)  - plural nouns with –s (1.1.5) |
| Normalmente, saco la basura y hago los deberes. **[4]** | Normally **[1]**  I take out **[1]**  the rubbish and **[1]**  I do (the) homework **[1]** | - vocabulary  - AR verbs (1st sing) (1.1.6)  - singular definite article (1.2.5)  - forms of *hacer* (1st sing) (2.1.4) |
| Son actividades aburridas. **[2]** | They are **[1]**  boring activities **[1]** | - vocabulary  - forms of *ser* (3rd plural) (1.2.4)  - post-nominal adjectives (2.1.3)  - adj. gender agreement (1.1.2) |
| Diego limpia las ventanas. **[2]** | Diego cleans **[1]**  the windows **[1]** | - vocabulary  - AR verbs (3rd sing) (1.1.6)  - plural definite article (1.2.6)  - plural nouns with –s (1.1.5) |
| A veces, lavamos el coche. **[3]** | Sometimes **[1]**  we wash **[1]**  the car **[1]** | - vocabulary  - AR verbs (1st plural) (2.2.1)  - singular definite article (1.2.6) |
| Lucía no hace mucho. **[2]** | Lucía doesn’t do **[1]**  a lot OR much. **[1]** | - vocabulary  - forms of *hacer* (3rd sing) (2.1.4)  - negative ‘no’ (1.2.1) |
| Quiere estar con amigos. **[2]** | She wants to be **[1]**  with friends. **[1]** | - vocabulary  - forms of *querer* (3rd sing) (1.2.7)  - *querer* as modal verb (2.2.3)  - *estar* for temporary state (1.1.2)  - plural nouns with –s (1.1.5) |

# **SECTION C (WRITING)**

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| 2 marks / item = max. **20** marks in total |
| **‘Phrase’ is taken to refer broadly to groups of words that make up a noun (including pronominal) phrase, verb phrase, adverbial phrase, or prepositional phrase.**  **1** mark awarded where the meaning of a phrase is fully communicated and all or some of the features tested are accurately produced.  **0.5** mark awarded where the meaning of a phrase is communicated but few or none of the features tested are accurately produced.  **0** marks awarded where the meaning of a phrase is not communicated.  **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. |

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| **L1** | **Suggested translation** | **Features tested (week taught in NCELP SOW)** |
| Hello! I’m in Madrid  with Lucía. **[3]** | ¡Hola! **[1]**  *Estoy* **[1]**  *en Madrid con Lucía.* **[1]** | - vocabulary  - inverted exclamation mark  - forms of *estar* (1st sing) for location (1.1.1) |
| It’s a beautiful city. **[2]** | *Es* **[1]**  *una ciudad hermosa OR una hermosa ciudad* **[1]** [both orders acceptable as adjectives describing subjective characteristics often come before the noun]  Also accept ‘bonita’. | - vocabulary  - forms of *ser* (3rd sing) (1.1.3)  - singular indefinite articles (1.1.4)  - post-nominal adjectives (2.1.3)  - adj. gender agreement (1.1.2) |
| It has some museums and some parks. **[2]** | *Tiene* **[1]**  *unos museos y (unos) parques* **[1]** | - vocabulary  - forms of *tener* (3rd sing) (1.1.1)  - plural indefinite articles (1.1.5)  - plural nouns with –s (1.1.5) |
| The museums are near the station **[3]** | *Los museos* **[1]**  *están* **[1]**  *cerca de la estación.* **[1]** | *­­*- vocabulary  - plural definite articles (1.2.6)  - forms of *estar* (3rd plural) for location (2.2.4)  - de + definite article in prepositional constructions (2.2.4) |
| Lucía is happy today! **[2]** | *Lucía está* **[1]**  *feliz hoy.* **[1]** | - vocabulary  - forms of *estar* (3rd sing) for temporary state (1.1.2) |
| Tomorrow I want to spend time in the shops. **[3]** | *Mañana* **[1]**  *quiero pasar* **[1]**    *tiempo en las tiendas.* **[1]** | - vocabulary  - forms of *querer* (1st sing) (1.2.7)  - *querer* as modal verb (2.2.3)  - plural nouns with –s (1.1.5) |
| I can’t today. **[2]** | *No puedo* **[1]**  *hoy.* **[1]**  Also accept ‘hoy’ if at the beginning of sentence. | - vocabulary  - forms of *poder* (1st sing) (2.2.2)  - negatives (1.2.1) |
| When can you travel to Madrid? **[3]** | *¿Cuándo* **[1]**  *puedes viajar* **[1]**  *a Madrid?* **[1]** | - vocabulary  - question word *cuándo* (2.1.4)  - forms of *poder* (2nd sing) (2.2.2)  - modal verb *poder* + infinitive (2.2.2) |

# **SECTION D (SPEAKING)**

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| 4 marks / item = max. **20** marks in total |
| We suggest awarding **2 marks** for meaning and **2 marks** for accuracy for each sentence, giving 4 points for each sentence in total.  For **meaning:**  **2 marks** awarded where the meaning of the sentence is fully communicated with little effort required on the part of the listener.  **1 mark** awarded where the meaning of the sentence is fully communicated with some effort required on the part of the listener.  **0 marks** awarded where the meaning of the sentence is not communicated.  **Notes on tolerance**  Features of spoken production that could incur comprehension difficulties on the part of the listener include large pauses (silent or filled), frequent self-correction, major grammar errors, or a very strong foreign accent that affects comprehensibility.  Where comprehension is not impeded, allow for a foreign accent in pronunciation.  Tolerance is likely to be greater in year 7 than in later years when students will have had more practice.  For **accuracy:**  **2 marks** awarded where all or most of the features tested (including vocabulary) are accurately produced.  **1 mark** awarded where some of the features tested (including vocabulary) are accurately produced.  **0 marks** awarded where few or none of the features tested (including vocabulary) are accurately produced. |

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| **L1** | **Suggested translation** | **Features tested** |
| 1. Sofía and Pablo are in front of the market. | *Sofía y Pablo están delante del mercado.*  [\*Sofía y Pablo está *delante de el mercado* or *delante el mercado* might get 2 marks for meaning, but 1 mark for accuracy as there are two small errors] | -vocabulary  - forms of *estar* (3rd plural) for location (2.2.4)  - ‘de’ + article in prepositional constructions (2.2.4) |
| 2. They have two yellow bags. | *Tienen dos bolsas amarillas.*  [\**Tienen dos amarillas bolsas* might get 2 marks for meaning, and 2 marks for accuracy as, although the word order is wrong, gender and number agreement are both accurate.  1 mark would be given for accuracy if both gender agreement and word order were inaccurate (e.g. \**Tienen dos amarillos bolsas*). Adjectives describing objective characteristics come after the noun.]  No marks would be given for accuracy if all three of gender agreement, number agreement and word order were wrong (\*tienen dos amarillo bolsa). | - vocabulary  - forms of *tener* (3rd plural) (2.1.2)  - post-nominal adjectives (2.1.3)  - adjective agreement for gender (1.1.3) and number (1.2.4)  - plural nouns with -s (1.1.5) |
| 3. There is a fruit and some flowers on the table. | *Hay una fruta y (hay) unas flores en la mesa.*  [An example of 2 marks for meaning and 1 mark for accuracy might be \**Hay* *una fruta y flors en la mesa*, as there is a small error in plural formation and an indefinite article is missing.] | - vocabulary  - hay (1.2.3)  - indefinite articles (1.1.4, 1.1.5)  - plural nouns with –s (1.1.5)  - plural nouns with –es (1.2.2) |
| 4. Pablo wants to eat something! | *Pablo quiere comer algo.*  [*Pablo quiere comida* might get 2 marks for meaning, but 1 mark for accuracy as the main verb, *comer*, and lexical item *algo* were omitted] | *­­*- vocabulary  - forms of *querer* (3rd sing) (1.2.7)  - *querer* as modal verb (2.2.3) |
| 5. The woman gives money to Pablo. | La mujer da dinero a Pablo.  [also accept *la señora*] | - vocabulary  - forms of *dar* (3rd sing) (1.2.7).  - singular definite article (1.2.5) |