



General Certificate of Education

Spanish 5696

SP01 Young People Today

Mark Scheme

2007 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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Unit 1

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO1	Response to spoken language	10	30
AO2	Response to written language	15	45
AO3	Knowledge of grammar	10	30
	TOTAL	35	105

The marks will be allocated in the following way

	AO1	AO2	AO3
Short listening pieces	15		
Longer listening pieces	15		10
Short reading texts		25	10
Longer reading text		20	10

Unit 1 – Young People Today

General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of 3 - 1 = 2 will be awarded.
- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- In awarding marks for AO3 (Knowledge of Grammar) for answers in response to the **reading passages**, examiners should take into account to what extent the candidate has attempted to use his/her own words. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.

For answers in response to the **listening passages**, candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for AO3, although there will have to be a certain amount of accuracy in spelling, and some attempt at manipulation (eg in changing the verb endings to suit the third rather than the first person).

- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in margin if in wrong language and give '0' (unless numbers or place names are involved).
- Where marks are awarded for Quality of Language, the principle to be applied is that the Quality of Language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:
 1. If the maximum mark for comprehension and Quality of Language is the same, the mark awarded for Quality of Language may not exceed the mark awarded for comprehension.
 2. If the maximum marks for comprehension and Quality of Language are not the same, the maximum mark which may be awarded for Quality of Language is indicated by a table (see individual questions).

Part A

1.

(a)	Spain's first match European Championship /football match v Belgium
(b)	(Injury to) leg
(c)	Trainer/coach of Spain's (tennis) team
(d)	(Can now ride/compete) in Grand prix/championship in Australia (must have)
(e)	Last match this season (must have)

5 marks (AO1)

2.

(a)	F
(b)	F
(c)	V
(d)	N
(e)	V

5 marks (AO1)

3.

(a)	D
(b)	I
(c)	G
(d)	B
(e)	E

5 marks (AO1)

Total for Part A = 15 marks

Part B

4. (Any equivalent rendering acceptable).

	Key Idea	Marks	Accept	Reject
(a)	Hicieron una excursión a caballo / montaron a caballo + fueron al Parque Nacional	2		
(b)	Está cansado + y le duele todo el cuerpo.	2	está contento	estoy cansado/me duele
(c)	(Duró) tres horas y media	1		
(d)	El Hotel Moka se adapta bien a la naturaleza + no arruina la naturaleza.	2		
(e)	En España se construyeron hoteles + que arruinaron las costas.	2		
(f)	No van a construir hoteles / habrá/construirán más alojamientos / para los turistas / (any 2 from 3)	2		
(g)	Serán nuevos alojamientos / nuevas casitas / que respetarán la naturaleza / de estilo local (any 2 from 3)	2	casitas	
(h)	Puede hacer ciclismo / natación/nadar / vela (any 2)	2		

15 marks (AO1) + 5 marks for Quality of Language = 20 marks

The five marks for Quality of Language (AO3) for questions (a) to (h) will be applied as follows:

NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

5	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
4	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
3	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Only answers marked correctly for comprehension can be considered for A03.

Mark for comprehension	Maximum mark for quality of language
15, 14, 13	5
12, 11, 10	4
9, 8, 7	3
6, 5, 4	2
3, 2, 1	1
0	0

5.

Key Idea		Marks
(a)	visitaron	1
(b)	se halla	1
(c)	podrán / van a poder	1
(d)	cometa	1
(e)	gustaron / han gustado	1

5 marks (AO3)

Total for Part B = 25 marks

Part C

6.

Marcos	19.00
Liliana	18.00
Daniel	14.00
Anitín	08.00
Sergio	17.00
Cheli	12.00
Rafa	09.00
Isabel	10.00

8 marks (AO2)

7.

		Marks
(a)	Se escribe el anuncio para atraer la atención y crear una buena empresa > impresión .	1
(b)	Para saber cómo es el puesto, hay que estudiar el puzzle > anuncio .	1
(c)	Se puede describir > aprender / saber cómo es la empresa leyendo el anuncio detalladamente.	1
(d)	Se preparan los anuncios sin > con mucho cuidado.	1
(e)	Si crees que podrás disuadir > convencer / persuadir a la empresa, vale la pena tentar la suerte.	1
(f)	Cuando dan poca información sobre el salario, puedes responder > negociar .	1
(g)	Si lees bien el anuncio, verás si el periódico > puesto puede satisfacer tus intereses.	1

7 marks (AO2)

8. (Any equivalent rendering acceptable).

	Key Idea	Marks	Accept	Reject
(a)	Pueden dar las comidas en los mismos lugares + y dejarles ayudar a prepararlas.	2		
(b)	Puedes dársela en forma de cóctel de fruta / zumos / o cocinarla / con chocolate líquido encima. (any 2)	2		
(c)	Para que les gusten a los niños / o para que no se den cuenta de lo que son / para que sean más sabrosas.(any 2)	2		
(d)	Se puede poner carnes en sopas / o en hamburguesas / o rellenar filetes con algo que le guste al niño. (any 2)	2		
(e)	Dar caramelos una vez por semana + y no como recompensa.	2		

10 marks (AO2) + 10 marks for Quality of Language = 30 marks

The ten marks for Quality of Language (AO3) for questions (a) to (e) will be applied as follows:

NB: Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Mark for comprehension	Maximum mark for quality of language
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

Total for Part C = 35 marks

PART D

9. (Any equivalent rendering acceptable).

	Key Idea	Marks	Accept	Reject
(a)	Se instituyó / Empezó el programa de Educación de Calle (en Getafe).	1		
(b)	Se benefician niños que se ausentan de clases + y de familias fragmentadas.	2		
(c)	(Muchos chicos) se peleaban / Había conflictos + en la calle	2		
(d)	Centros Infantiles SOS / el Ayuntamiento / la Policía Local / y la Guardia Civil realizaron un estudio. (any 2)	1		
(e)	Les ayudarán a integrarse en la sociedad + en su familia.	2		
(f)	La falta de espacio en sus casas + la ausencia de sus padres + uno de los padres trabaja en el extranjero. (any 2)	2		
(g)	Podrán entrar en el Centro de Día / usar el Centro etc.	1		
(h)	En el Centro van a poder recibir apoyo para sus estudios y + prepararse para el empleo.	2		
(i)	Ayudará a prevenir problemas sociales.	1		
(j)	¿por qué existen tantos problemas en las familias de hoy? Porque: hay mucho divorcio muchos padres se separan /divorcian hay mucha inestabilidad en algunas familias cuando las madres también trabajan, no se cuida tanto a los niños muchos niños se quedan solos en casa las familias sufren muchas presiones / mucho estrés muchas veces no tienen/ganan suficiente dinero si los padres están en paro no tienen bastante dinero no tienen el apoyo de los abuelos el estado no ofrece mucho apoyo a las familias	6		

20 marks (AO2) + 10 marks for Quality of Language = 30 marks

The ten marks for Quality of Language (AO3) for questions (a) to (j) will be applied as follows:

NB: Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Mark for comprehension	Maximum mark for quality of language
20, 19	10
18, 17	9
16, 15	8
14, 13	7
12, 11	6
10, 9	5
8, 7	4
6, 5	3
4, 3	2
2, 1	1
0	0

Total for Part D = 30 marks
Total for Paper : 105 marks