



General Certificate of Education

Spanish 1696

Specification

SPAN1 Listening, Reading and Writing

Mark Scheme

2011 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.

Unit 1

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO1	Response to spoken language	22	35
AO2	Response to written language	31	50
AO3	Knowledge of grammar	16	25
	TOTAL	69	110

The marks will be allocated in the following way

	AO1	AO2	AO3
Listening Section (includes transfer of meaning into English exercise)	35		
Reading Section (includes cloze test)		30	10
Writing Section		20	15

General Principles

Section A: Listening and Reading

- 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.
- English spellings are not accepted unless the word is spelt the same in both languages.
- “Rubric” should be written in the margin if in the wrong language and give ‘0’ (unless numbers or place names are involved).

Section A

Qu.	Accept	Marks	Notes
1 (a)	improve/better health/be healthier/more healthy lose/loose some kilos/weight	1 1	Reject be healthy / increase health Accept loose

Qu.	Accept	Marks	Notes
1 (b)	milk baths	1	

Qu.	Accept	Marks	Notes
1 (c)	(my/her/their) boyfriend/fiancé/husband-to-be	1	Reject partner

Qu.	Accept	Marks	Notes
1 (d)	essential in/part of meals/dinner/supper	1	Reject food/eating Accept various spellings of 'essential'

Qu.	Accept	Marks	Notes
1 (e)	heart	1	

Qu.	Accept	Marks	Notes
1 (f)	(not) drink the wine/it/any	1	

Qu.	Accept	Marks	Notes
1 (g)	massage relaxing/relaxed atmosphere/environment/ambience your/my/his/her/their choice of music	1 1 1	

10 marks

Qu.	Accept	Marks
2 (a)	A	1

Qu.	Accept	Marks
2 (b)	R	1

Qu.	Accept	Marks
2 (c)	A	1

Qu.	Accept	Marks
2 (d)	E	1

Qu.	Accept	Marks
2 (e)	E	1

Qu.	Accept	Marks
2 (f)	R	1

Qu.	Accept	Marks
2 (g)	A	1

Qu.	Accept	Marks
2 (h)	A	1

8 marks

Qu.	Accept	Marks
3(a)	F	1

Qu.	Accept	Marks
3(b)	V	1

Qu.	Accept	Marks
3(c)	N	1

Qu.	Accept	Marks
3(d)	N	1

Qu.	Accept	Marks
3(e)	V	1

Qu.	Accept	Marks
3(f)	N	1

Qu.	Accept	Marks
3(g)	F	1

Qu.	Accept	Marks
3(h)	V	1

Qu.	Accept	Marks
3(i)	V	1

9 marks

Qu.	Accept	Marks	Notes
4(a)	universidad alemana/de Alemania	1	Reject universidad on its own Reject Alemania on its own Ignore all accents and capital/small letters

Qu.	Accept	Marks	Notes
4(b)	están llenas de (auto)confianza quieren dar la impresión de tener (auto)confianza	1	Reject empresión

Qu.	Accept	Marks	Notes
4(c)	(está/esta/es) contenta con su pareja / (tiene una) vida sentimental fantástica	1	

Qu.	Accept	Marks	Notes
4(d)	la (mujer) que prefiere no ser/no quiere ser el centro de atención	1	Accept atención Reject attention (English spelling)

Qu.	Accept	Marks	Notes
4(e)	(por) falta de interés en otra/la gente	1	Accept personas

Qu.	Accept	Marks	Notes
4(f)	(su) obsesión con/en la apariencia	1	Accept obsesión <u>provided that it has the accent</u>

Qu.	Accept	Marks	Notes
4(g)	quince/15 euros	1	Reject £ and \$

Qu.	Accept	Marks	Notes
4(h)	basura sexista	1	

8 marks

Qu.	Accept	Marks
5(a)	3	1

Qu.	Accept	Marks
5(b)	4	1

Qu.	Accept	Marks
5(c)	7	1

Qu.	Accept	Marks
5(d)	10	1

Qu.	Accept	Marks
5(e)	1	1

Qu.	Accept	Marks
5(f)	5	1

Qu.	Accept	Marks
5(g)	8	1

7 marks

Qu.	Accept	Marks
6(a)	C	1

Qu.	Accept	Marks
6(b)	C	1

Qu.	Accept	Marks
6(c)	A	1

Qu.	Accept	Marks
6(d)	A	1

Qu.	Accept	Marks
6(e)	A	1

Qu.	Accept	Marks
6(f)	B	1

Qu.	Accept	Marks
6(g)	C	1

Qu.	Accept	Marks
6(h)	C	1

8 marks

Qu.	Accept	Marks
7	C	1
	J	1
	H	1
	D	1
	K	1
	A	1
	B	1

7 marks

Qu.	Accept	Marks	Notes
8(a)	cómo se llamarán sus/los hijos/niños los apellidos/nombres de los hijos/niños	1	niños must have its tilde

Qu.	Accept	Marks	Notes
8(b)	(es) hija única	1	Correct spelling required

Qu.	Accept	Marks	Notes
8(c)	pierden su (propio) apellido / toman/adoptan el nombre/apellido del marido etc / se alejan de sus amigas / abandonan sus pasatiempos / se olvidan de sus sueños	1	

Qu.	Accept	Marks	Notes
8(d)	(una) empresa de construcción	1	

Qu.	Accept	Marks	Notes
8(e)	para mantener la línea familiar	1	

Qu.	Accept	Marks	Notes
8(f)	esfuerzo (y) sacrificio	1	

Qu.	Accept	Marks	Notes
8(g)	me/le aburre / es aburrido	1	Reject se aburre

Qu.	Accept	Marks	Notes
8(h)	(es) una cosa que odia / lo odia	1	Reject le odia

8 marks

Qu.	Accept	Marks	Notes
9(a)	embotellada	1	

Qu.	Accept	Marks	Notes
9(b)	se convirtió / se había convertido	1	

Qu.	Accept	Marks	Notes
9(c)	buenas	1	

Qu.	Accept	Marks	Notes
9(d)	fue / era	1	

Qu.	Accept	Marks	Notes
9(e)	habrá	1	

Qu.	Accept	Marks	Notes
9(f)	cante	1	Reject canté

Qu.	Accept	Marks	Notes
9(g)	nació	1	

Qu.	Accept	Marks	Notes
9(h)	trabajado	1	

Qu.	Accept	Marks	Notes
9(i)	empezando	1	

Qu.	Accept	Marks	Notes
9(j)	preferido	1	

10 marks

SECTION B: Writing**Assessment Criteria**

Each question will be marked out of 35, consisting of 20 marks for Content (AO2) and 15 marks for Quality of Language (AO3).

CONTENT

Marks	Criteria
17-20	Very Good <ul style="list-style-type: none"> • Response to the task is fully relevant with a good depth of treatment • Well-organised structure in a logical sequence • Points made are well expressed and justified
13-16	Good <ul style="list-style-type: none"> • Response to the task is mostly relevant with some depth of treatment • Structure is generally well ordered • Points made are mostly well expressed and justified
9-12	Sufficient <ul style="list-style-type: none"> • Response to the task is generally relevant, but treatment is often superficial • Reasonable structure with occasional lapses • Points not always clearly expressed and justification is only just sufficient
5-8	Limited <ul style="list-style-type: none"> • Limited response to the task with some relevant information conveyed • Limited evidence of structure • Points made sometimes difficult to understand and justification is weak
1-4	Poor <ul style="list-style-type: none"> • Limited response to the task with little relevant information conveyed • No real structure • Points difficult to understand and little or no justification
0	The answer shows no relevance to the task set A zero score will automatically result in a zero score for the answer as a whole

QUALITY OF LANGUAGE**Range of Structures**

Marks	Criteria
5	Very good variety of grammatical structures used
4	Good variety of grammatical structures used
3	Some variety of grammatical structures used
2	Limited variety of grammatical structures used
1	Shows little grasp of grammatical structures
0	Shows no grasp of grammatical structures

Range of Vocabulary

Marks	Criteria
5	Wide range of appropriate vocabulary
4	A range of appropriate vocabulary
3	Some variety of appropriate vocabulary
2	Limited variety of appropriate vocabulary
1	Very little use of appropriate vocabulary
0	No appropriate vocabulary

Accuracy

Marks	Criteria
5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors make comprehension difficult
0	Errors are such that communication is seriously impaired

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.

Annotation of Scripts

The following conventions will be used by examiners marking scripts when assessing **Content**:

✓	Point made
NR	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ will be placed in the body of the text. The 'NR', 'rep' and '?' will be placed in the margin.

Additional guidance for marking

Introductions and conclusions

Candidates are not expected to include an introduction or conclusion, but it enhances the structure if there is a brief introduction and a concluding short paragraph, possibly including a personal response. One of the criteria for inclusion in the higher bands for content is for a logical structure and this would enhance the overall structure of the essay.

Awarding ticks and question marks

Ticks should be used for any valid, comprehensible point. This could be a statement, a personal opinion, the development or explanation of a point already made, an example or illustration and a justification of a point of view. A question mark should be placed in the margin for points which are unclear or muddled eg where the candidate makes up a word or uses confusing target language.

Repetition and irrelevance

The symbol 'rep' should be placed in the margin where a candidate repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a candidate talks about the consequences of smoking when the question asks for reasons for people smoking and for suggestions to reduce smoking.

Choosing the band for Content

A mark in the 17-20 band will be awarded for an essay which contains a good number of valid points which have been expanded, which has a good structure and contains little if any irrelevance, repetition or lack of clarity. A mark in the 13-16 band will be awarded for a good essay which makes a fair number of points but may contain some of the weaknesses identified above. A mark in the 9-12 satisfactory band would suggest that the candidate makes a few valid points but fails to develop some of these points and the structure may be erratic and a number of sentences may be unclear. Where a limited number of points is made with very little development and much confusing language, a mark in the 5-8 will be appropriate. Such essays will lack a coherent structure and good be very repetitive and superficial. Rarely, a mark in the 0-4 band will be awarded but this will be limited to very poor (usually short) essays where there is very little content and much that is irrelevant.

Possible Content Points

Below is a list of **possible** content points for each answer; it should be stressed that the list is not prescriptive nor exhaustive, but is illustrative of the points which could be made.

Q	Mark Scheme	Marks	Additional Guidance
10	Tareas del hogar men are lazy women do everything children are messy stereotyping shared responsibility fairness rotas lack of time washing-up / unloading the dishwasher / making meals / walking the dog / changing nappies / cutting the lawn / ironing / vacuuming etc	35	

Q	Mark Scheme	Marks	Additional Guidance
11	<p>Crisis de salud drugs / dependency /anti-depressants alcohol /drunkenness / bad behaviour / violence obesity / bulimia / anorexia exercise/sports diet /fast food /additives cigarettes / cancer heart attacks sedentary lifestyle increased life expectancy and consequences (Alzheimer's, frailty etc) modern medicine</p>	35	
12	<p>Televisión programme types specific examples of programmes good programmes bad programmes educational / shocking / good influence / bad influence personal preferences alternatives to television couch potato syndrome / health effects celebrities / reality shows adverts used as 'babysitter'</p>	35	