# GCE

## Edexcel GCE

## Spanish (8590/9590)

Summer 2006

Mark Scheme (Results)

# Unit 6816/03 — Writing in Registers

**Notes for Examiners**

**Assessment Principles and Mark Scheme**

> - **Only one question is to be answered**
> - **All questions carry equal marks**
> - **The total mark for this paper is 40**
> - **Each question must be answered in Spanish (230-250 words for Qs 1-7, 200-225 for Qs 8-9)**

Answers should be read once and assessed for **Content.**

Answers should then be read again and assessed for **Language.**

- **Short answers** — Answers significantly **below** the specified number of words will be marked using a pro rata reduction of the possible maximum **content** and **language** marks.

- **Long answers** — The essay / task should be read in its entirety. If in your judgement the candidate has gained any significant advantage in **content** by ignoring the word limit, the mark for Content may be reduced. In case of doubt consult the PE.

**Notes to the questions**

## 1-3: CREATIVE ESSAYS

### 1. Otra época de la historia

- A specific period in history to be identified.
- Reasons for choice to be clearly shown, which should naturally lead into a description of how life would have been at that time.

### 2. <u>Pub-discoteca – artículo</u>

- Re task — candidate is the reporter.
- Interview with owner / customers / local residents — watch for appropriate register.
- Conclusions and recommendation(s) to be clearly shown.
- Ensure the answer does not turn into a 'discursive' type.

### 3. Secreto tuyo – conversación

- Domestic situation.
- Clear need for creativity in explaining the secret / parental anger / candidate's reaction to brother or sister for creating the situation.
- Language needs to be appropriate.

## 4-7: DISCURSIVE ESSAYS

### 4. Éxodo de profesores

- Authority in the classroom / attitude and behaviour of pupils / attitude and influence of parents, politicians, etc.
- Lots of possibilities, but candidates must take a stance and give reasons for that stance.

### 5. Organizaciones ecologistas

- Candidates who answer this question must / will know a fair bit about such organisations and related issues.
- Specific examples of relevant incidents are acceptable, but candidates must show what they think about the *útiles / idealista*s aspect of the question.

### 6. Servicio social

- Candidates must react to the statement. Would such a decision work?
- Since the suggestion is speculative, candidates may indulge in a little creativity in order to support their reaction.
- Citizenship / social work / charitable work, causes may all be relevant.

### 7. Multiculturalismo

- Plenty of issues, aspects to be discussed.
- Candidates can refer to any relevant context (local / national / international).
- A reasoned answer sought (*ventajas / inconvenientes*).

## 8-9: TASK-BASED ASSIGNMENTS

### 8. TBA 1 Fazaplaz / Operación Esperanza

All the bullet points clearly need to be addressed.

- A correct letter-format is to be adopted, including an appropriate <u>start and end</u> appropriate **register** and **consistent forms** (Vd., su, sus etc) for a formal letter, though an informal format would be acceptable.

### 9. TBA 2 Antonio Silvero

Again, all bullet points need to be addressed specifically — all 4 require the candidate's own imaginative input.

- A correct letter-format is required (as for **TBA 1**). A **formal** tone for the letter is preferable, but a consistent **informal** tone would be acceptable.

| Mark | Creative/Discursive Content (AO2) |
|---|---|
| 17-20 | Very good response. Implications of question fully grasped. Extremely clear and effective organisation of ideas. Very imaginative use of stimulus, where appropriate. |
| 13-16 | Good understanding of question. Organisation and development logical and clear. Good use of stimulus, where appropriate. |
| 9-12 | Satisfactory understanding of question. Organisation and development defective or lacks clarity in places. Satisfactory use of stimulus, where appropriate. |
| 5-8 | Limited understanding of question. Some relevant points made. Frequent defects in organisation and development. Use of stimulus, where appropriate, often defective. |
| 1-4 | Implications of question only vaguely grasped. Answer largely irrelevant and disorganised. Major deficiencies in use of stimulus, where appropriate. |
| 0 | No rewardable material. |

| Mark | TBA Response to the task (AO2) |
|---|---|
| 17-20 | Very good response. Implications of task fully grasped. Extremely clear and effective organisation of ideas. Very skilful use of data. |
| 13-16 | Good understanding of task. Development logical and clear. Good use of data. |
| 9-12 | Satisfactory understanding of task. Organisation and development defective or lacks clarity in places. Satisfactory use of data with some deficiencies. |
| 5-8 | Limited understanding of task. Some relevant points made. Frequent deficiencies in organisation and development. Use of data often defective. |
| 1-4 | Response shows that implications of task only vaguely grasped. Minimal organisation and development. Hardly any constructive use of data. |
| 0 | No rewardable material. |

| Mark | Accuracy of the target language (AO3) |
|------|---------------------------------------|
| 5 | Almost flawless. |
| 4 | Few errors, mostly of a minor nature. |
| 3 | A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate. |
| 2 | Communication impaired at times by basic errors eg agreements, verb forms. Some familiar language is accurate. |
| 1 | Accuracy only in the simplest forms. A high incidence of basic error. |
| 0 | Language so inaccurate that no reward is possible. |

| Mark | Range and Appropriateness of Lexis (AO3) |
|------|------------------------------------------|
| 9-10 | Rich and complex language. A wide range of appropriate lexis. High degree of sensitivity to nuance. Tone and register wholly suited to the chosen task. Very able to handle the language of ideas and abstract concepts where appropriate. |
| 7-8 | A wide range of appropriate lexis. Good awareness of nuance. Tone and register very well suited to task. Able to handle the language of ideas and abstract concepts where appropriate. |
| 5-6 | A good range of appropriate lexis, with minor lexical errors only. Language sometimes lacks sharpness. Tone and register usually suited to the task. Some ability to handle the language of ideas and abstract concepts where appropriate. |
| 3-4 | Adequate but predictable range of appropriate lexis. A number of significant lexical errors. Tone and register sometimes unsuited to the task. |
| 1-2 | Lexis often inappropriate with frequent anglicisms and wrong words. Limited feeling for tone and register. |
| 0 | No sense of the tone and register required. |

| Mark | Manipulation of Language (AO3) |
|------|--------------------------------|
| 5 | Fluent, showing a high degree of sophistication in the manipulation of the structures of the language. |
| 4 | Very successful manipulation of language. Adventurous use of complex structures, with the occasional lapse. |
| 3 | Satisfactory to good manipulation of language, but generally unadventurous. Attempts to handle complex structures not always successful, possibly affecting communication. Some anglicised structures. |
| 2 | Limited ability to manipulate language: mainly simple "translated" language, which impedes communication at times. |
| 1 | Very limited ability to manipulate language. |
| 0 | No ability to manipulate the language. |