

# Mark Scheme (Results) Summer 2007

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GCE

GCE Spanish (6812) Paper 1

Unit 2 (6812/01): Reading and Writing

| Texto 1.<br>Q1  |                       |        |        |      |
|-----------------|-----------------------|--------|--------|------|
| Question Number | Answer                | Accept | Reject | Mark |
| (a)             | No figura en el texto |        |        | 1    |
| (b)             | Verdadero             |        |        | 1    |
| (c)             | Falso                 |        |        | 1    |
| (d)             | No figura en el texto |        |        | 1    |
|                 |                       |        |        | [4]  |

| Texto 2.<br>Primer ejercicio<br>Q2 |  |        |        |      |
|------------------------------------|--|--------|--------|------|
| Question Number                    | Answer   | Accept | Reject | Mark |
| (a)                                | (i), (ii), (v), (vi), (vii), (ix), (x), (xii). |        |        | [8]  |
| Segundo ejercicio<br>Q2(b)         |  |        |        |      |
| (i)                                | reducir  |        |        | 1    |
| (ii)                               | cabello  |        |        | 1    |
| (iii)                              | en función de                                  |        |        | 1    |
| (iv)                               | estudio  |        |        | 1    |
| (v)                                | compañía                                       |        |        | 1    |
| (vi)                               | revelado                                       |        |        | 1    |
|                                    |  |        |        | [6]  |

| Texto 3<br>Q3.  |   |  |   |      |
|-----------------|---|--|---|------|
| Question Number | Answer  | Accept   | Reject  | Mark |
| (a)             | A la edad de 20 años nadie se casa<br>No se casa (a una edad) tan joven<br>Es demasiado / muy joven<br>Sólo tiene 20 años                               | A su edad<br>Quiere hacer otras cosas (viajar, estudiar) | No se casa nadie<br>Es /está joven Es estudiante<br>Nadie se casa<br>Resultaría verdaderamente extraño (lift)<br>A causa de su edad | 1    |
| (b)             | Estudios - estudian - son estudiantes (1)<br>Falta de dinero (para ser independiente) - son pobres - les falta dinero - no tienen (bastante) dinero (1) |  | Other reasons   | 2    |
| (c)             | En casa de sus padres - con sus padres - en la casa familiar<br>Viviendo con sus padres   |  | Con tus / nuestros / vuestros / mis padres<br>Con su novio  | 1    |
| (d)             | Es posible vivir con su novio (sin casarse) - no hay que casarse antes de vivir juntos<br>Antes tenias que casarte o quedarte soltera                   | La sociedad es menos religiosa / católica                | La sociedad era más católica (lift)<br>Puedes ir a vivir con tu novio (lift)  | 1    |

|     |  |  |   |               |
|-----|--|--|---|---------------|
| (e) | Cuando comen juntos / se juntan para comer (1)<br>Las chicas cocinan / preparan la comida (1)                                  |  | Juntar<br>Comerse                       | 2             |
| (f) | (No habla) del sexo (1)<br>Le da vergüenza / prefiere hablar con amigas / (prefiere) informarse sola (2 of 3)<br>Discutirlo/la | Es tímida con este tema con sus padres | Se da vergüenza<br>Lo/La Discutir<br>Le | 3<br><br>[10] |

| Texto 4<br>Q4   |  |   |  |      |
|-----------------|--|---|--|------|
| Question Number | Answer   | Accept  | Reject   | Mark |
| (a)             | orange jackets/ orange waistcoats/ orange coats/ Orange vests/ Orange tops/  | (both words essential).<br><br>Accept addition of luminous and/or fluorescent | dressed in orange...<br>- clothes (clothing)<br>- with stripes<br>- uniform /sashes<br>- shirts<br>- suits<br>- blazers<br>- dungarees<br>- checks,<br>- patterns<br>wear orange jackets etc with orange (words) on. | 1    |
| (b)             | Give them breath tests (breathalyse them) (1)<br>If positive (1)<br>Let them check reactions / reflexes in front of a computer | See how alcohol affected their reactions                                      | Test alcohol levels simulator  | 2    |
| (c)             | Young people discuss it in bars  |   | Young people talk to them  | 3    |
| (d)             | Play music OR pictures on big screens  |   |  | 1    |
| (e)             | Images of road accidents   | Traffic accidents<br>Road crashes   |  | 1    |

|     |  |                      |  |      |
|-----|--|----------------------|--|------|
| (f) | Penalties for drink driving (1)<br>Points on the licence / do they know what points on the licence system is (1)<br>Legal limits for driving (1) | Blood alcohol levels | Fine / prison sentence<br>How many points they will lose (for drink driving) | 1    |
| (g) | Make young people / responsible at the wheel (when they drive)<br>OR explain the risks of drink driving / to young people                        |                      |  | 3    |
|     |  |                      |  | [12] |

## Texto 5

Marked according to grids. Guidance as to content at Standardisation.

[40]

### Method of marking

Completion of tasks C / 20

Quality of language L / 20

Assess Content first, then Quality of Language, using the grids below.

### 1 COMPLETION OF TASKS

*Ignore grammatical errors for this criterion - provided that task completion is comprehensible.*

A Write 1 - 4 in left margin beside each relevant piece of information and C for content developments of each completed task. If task is partially completed, or barely mentioned, bracket figure thus (1). There could be no content developments if task was only partially completed.

B Mark according to following grid:

Completion of task mark grid:

| Mark  | Criteria  |
|-------|---|
| 19-20 | Well-structured and sequenced answer, addressing and developing all points. Good contextualisation and conclusion. Nothing missing. Fully relevant. Fully developed bullet points (at least 1 content development per bullet). As good as an anglophone AS candidate can get. |
| 16-18 | All parts of all bullets addressed successfully, some of them with development. Impression of personal engagement with task. Good overall structure, sequence, beginning and ending.  |
| 13-15 | <b>Basic mention of all bullets required for this box and upwards.</b><br>All bullets addressed. One or two content developments. Mostly relevant. Well structured and sequenced. Engagement with task.   |
| 10-12 | All bullets touched upon, but some parts of some bullets missing. No developments. Possible irrelevance. Basic contextualisation and ending. Maximum mark for misunderstood scenario.   |
| 7-9   | Significant omissions. 2 bullet points not mentioned at all. Possible irrelevance. Little attempt to contextualise.   |
| 4-6   | Answers with little insight into the task. Only one or two points touched on.   |
| 1-3   | Answers which have little to do with the scenario. Possibly rehearsed but scant relevance to the task. Contextualisation only with no bullets max 2.  |
| 0     | No relevance to the task. If 0 scored for completion of task, candidate scores 0/40 for Q6 as a whole.  |



## 2 QUALITY OF LANGUAGE

Mark according to the following grid:

| Mark  | Criteria  |
|-------|---|
| 19-20 | Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy. Excellent use of subordination.  |
| 16-18 | Very good communication. Language generally fluent, varied and appropriate. Few errors, mostly of a minor nature. Very good use of subordination.   |
| 13-15 | Good communication. Shows a good variety of lexis and structures with occasional lapses. Good use of subordination. Generally accurate. A few major errors which do not impair communication. Familiar forms and structures usually accurate. |
| 10-12 | Satisfactory communication. Anglicised and/or inaccurate language sometimes impedes comprehensibility. Some variety of lexis and structures. Uses some subordination.   |
| 7-9   | Some communication. Basic language predominates. No successful subordination. Language often anglicised and/or inaccurate. Lots of repetition.  |
| 4-6   | Limited communication. Range of language basic and/or "translated", with a lot of inaccuracy.   |
| 1-3   | Very limited communication. Language very basic, with frequent repetition. Highly inaccurate.   |
| 0     | No rewardable language.   |

### General considerations

Mark positively.

### Long and short answers

Any answers below 135 words are short. They will be self-penalising on both grids, so assess at face value.

Long answers: stop marking at the end of the first sense group after 160 words. Use LENGTH annotation.

A 'word' is defined roughly as a group of connected letters with a space at either end.

**Total: 80 marks**