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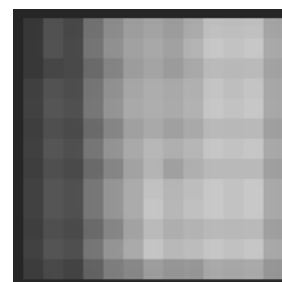
**ADVANCED GCE
ADVANCED SUBSIDIARY GCE**

**A2 7863
AS 3863**

SPANISH

**COMBINED MARK SCHEME
AND REPORT FOR THE UNITS
JANUARY 2005**

AS/A2



3863/7863/MS/R/05J

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

The report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE Spanish (7863)

Advanced Subsidiary GCE Spanish (7863)

MARK SCHEME ON THE UNITS

Unit	Content	Page
2671	Spanish Speaking	1
2672	Spanish: Listening, Reading & Writing 1	9
2673	Spanish: Reading & Writing	15
2674	Spanish: Speaking & Reading	23
2675	Spanish: listening, Reading & Writing 2	29
2676	Spanish: Culture & Society	41
2677	Spanish: Culture & Society (Coursework)	49

REPORT ON THE UNITS

Unit	Content	Page
2671	Spanish Speaking	54
2672	Spanish: Listening, Reading & Writing 1	57
2673	Spanish: Reading & Writing	59
2674	Spanish: Speaking & Reading	61
2675	Spanish: listening, Reading & Writing 2	63
2676	Spanish: Culture & Society	66
2677	Spanish: Culture & Society (Coursework)	67
*	Grade Thresholds	69



RECOGNISING ACHIEVEMENT

Mark Scheme 2671
January 2005

Marking Scheme: Unit 2651 (French), 2661 (German), 2671 (Spanish)
Components 01, 02 and 03: Speaking**Total: 60 marks****Section A Role-play**

Response to written text	5 marks (AO2)	[Grid 1A]
Response to Examiner	5 marks (AO1)	[Grid 1B]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section B

Topic presentation	20 marks (AO4)	[Grid 1D]
Topic discussion		
Spontaneity and fluency	15 marks (AO1)	[Grid 1E]
Pronunciation and intonation	5 marks (AO1)	[Grid 1F]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section A Role-play: Grids 1A and 1B**10 marks****Grid 1A: Response to written text****0-1 Very Poor**

Little use made of stimulus material. Supplies one or two of the key points, but with many gaps and no detail.

2 Poor

Some attempt made to use the stimulus material, but covers less than half the key points. Many omissions or points not conveyed clearly.

3 Adequate

Performance is inconsistent. Makes a reasonable attempt to use the stimulus material. Covers about half of the key points, but there are some gaps.

4 Good

Makes good use of stimulus material. Covers over half the key points with some detail, but does not extend quite far enough to qualify for very good.

5 Very Good

Makes full use of the stimulus material. Covers virtually all the key points clearly supported by detail.

Grid 1B: Response to Examiner**0-1 Very Poor**

Barely able to respond to many of the Examiner's questions. Shows very little initiative or imagination. Unable to react to Examiner's comments.

2 Poor

Some attempt to carry out the task but with limited success. Responses to the Examiner frequently inadequate. Shows little initiative or imagination.

3 Adequate

Inconsistent. Responds satisfactorily to the Examiner, but does not extend a great deal. Some quite good replies but some omissions.

4 Good

Completes the task successfully, showing initiative and imagination most of the time. Is able to keep the momentum going. Extends quite well, but could have gone a little further.

5 Very Good

Completes the task successfully, responding fully to the Examiner's questions and showing initiative and imagination throughout. Takes charge of the conversation. A convincing performance.

Grid 1C: Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

Section B**45 marks****Topic presentation: Grid 1D****20 marks**

Note: The Examiner awards a mark for this grid on the basis of candidates' presentations. Candidates are initially placed in the middle of the mark band, which is considered to be appropriate to their performance in the presentation. Following the subsequent discussion the mark may be adjusted within the band or even into a higher or lower band.

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The Examiner should adapt the general statements below to the specific topic being addressed. Grid 1D focuses on (i) knowledge and factual information; (ii) evidence of planning and preparation; (iii) quality of exposition and presentation. Other issues, such as ideas, opinions and the ability to enter into debate about the topic are dealt with when assessing the discussion (see Grid 1E).

0-4 Very Poor

Conveys very little information about the subject. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously, and not to have planned with care. Poor and hesitant presentation.

5-8 Poor

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of planning and preparation, but presentation is pedestrian.

9-12 Adequate

Solid base of information with evidence of preparation and planning. Material is factually adequate, but with no evidence of wider reading. Material may not always be relevant. Exposition of topic is worthy but somewhat stilted.

13-16 Good

Good exposition and sound organisation of the topic. Makes relevant factual points. Well-informed with a range of relevant factual information. Well planned and organised material. Good exposition of topic.

17-20 Very Good

Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues. Detailed planning evident and topic presented with style and flair.

Note: If candidates fail to relate the Presentation/Discussion to aspects of the society or culture of the country or community where the language is spoken then the maximum mark that can be achieved is 8/20 on Grid 1D.

If, in response to the Examiner's questions, there is some superficial reference subsequently made then this could rise to a maximum of 9/20. If more than a superficial reference is made then the full range of marks in the Adequate band can be accessed.

Topic discussion: Grids 1E, 1F and 1C **25 marks****Grid 1E: Spontaneity and fluency** **15 marks****0-3 Very Poor**

Has very little to offer by way of ideas and opinions. Much irrelevance or superficiality. Cannot really cope with Examiner's non-factual questions. Slow, with frequent pauses. Fluency confined to pre-learnt material.

4-6 Poor

Beginning to develop ideas and opinions, but very patchy. Can respond intelligently to a few of Examiner's non-factual questions. Beginnings of fluency but with some inconsistency or hesitancy.

7-10 Adequate

Shows some ability to develop ideas and opinions and can respond intelligently to a number of the Examiner's non-factual questions. Reasonably fluent and spontaneous.

11-13 Good

Increasing ability to develop ideas and opinions. Can respond intelligently to almost all the Examiner's non-factual questions. Fluent and spontaneous much of the time.

14-15 Very Good

Able to develop ideas and opinions well. A very fluent and spontaneous performance throughout.

Grid 1F: Pronunciation and intonation **5 marks****0-1 Poor**

Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.

2-3 Adequate

A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.

4 Good

Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.

5 Very Good

Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 1C: Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.



RECOGNISING ACHIEVEMENT

Mark Scheme 2672
January 2005

MARK SCHEME**Task 1**

[7 marks]

Concurso de fotografía en Almería

(a)	F
(b)	V
(c)	?
(d)	F
(e)	F
(f)	F
(g)	V

Task 2

[5 marks]

españoles**Servicio de aparcamiento en los aeropuertos**

(a)	
(b)	✓
(c)	✓
(d)	
(e)	
(f)	✓
(g)	
(h)	✓
(i)	
(j)	✓

Task 3

[8 marks]

Automatic English

- a) A
- b) C
- c) C
- d) C
- e) A
- f) B
- g) B
- h) A

Task 4

[10 marks]

- a) M
- b) F
- c) O
- d) L
- e) B
- f) H
- g) I
- h) K
- i) E
- j) D

Task 5

a)

1 Coordinadora de congresos

b)

Hace dos días	Ayer	Hoy
	✓	

c)

Ninguno	Menos de diez	Más de diez
✓		

d)

1 (Hay que) redecorar
 1 las salas de reuniones.

e)

1 Será imposible que tenga lugar el congreso en el hotel.

f)

A principios de marzo	A mediados de marzo	A mediados de mayo
	✓	

g)

1 (Tiene) 5 estrellas.
 1 (Es) recién construido.
 1 (Es) de gran lujo.

h)

1 Se alojarán en el hotel Almagro.
 1 Las reuniones se celebrarán en el hotel Cortés.

i)

1 Mandar detalles.
 1 Hablar con el director general...
 1 sobre la posibilidad de un descuento. (conditional on previous mark)

Task 6

1. Otra vez más me disculpo de este cambio,
I apologise again for this change (of plan)/inconvenience
2. pero creo que les ofrecemos un buen "paquete" alternativo.
but I think we are offering you a good alternative package
3. Cada mañana al terminar el desayuno,
Each morning after breakfast
4. Ilevaremos a sus delegados al Hotel Cortés
we will take your delegates to the Hotel Cortés
5. en una flota de limusinas que alquaremos nosotros mismos.
in a fleet of limousines which we will hire.
6. Podrán almorzar allí sin ningún problema,
You/They can lunch there without any problem,
7. y al final de cada jornada volverán de la misma manera al Hotel Almagro.
and at the end of each day come back to the Hotel Almagro in the same way.

8. Los dos hoteles se encuentran en pleno centro de la ciudad,
Both hotels are in the centre of town,
9. y a sólo unos diez minutos el uno del otro,
and only 10 minutes away from each other.
10. así que perderán muy poco tiempo en los viajes.
So you will lose very little time in the journeys.

11. Creo que quedarán impresionados por la calidad del Hotel Almagro,
I think you will be impressed by the quality of the Hotel Almagro,
12. y además por las instalaciones del Hotel Cortes,
and by the facilities of the Hotel Cortes,
13. que tiene un equipo audiovisual totalmente informatizado.
which has a totally computerized audiovisual system.
14. Quiero asegurarles que nos esforzaremos todos aquí
I would like to assure you that all of us here will make an effort
15. para que su congreso salga con gran éxito.
to ensure that you conference turns out a big success.

Task 7

Points to be included

Thank you for your message,
and for the additional information you sent us.
I am sorry to hear
of the problem in the Hotel Pizarro.
Although your solution is not perfect,
I believe it would be acceptable to our company.
However, I cannot accept it
until I have spoken to the Managing Director.
I will talk to him tomorrow
and phone you with our decision.

TRANSCRIPT**Tarea 1**

Seguimos con algo de gran interés, el primer concurso de fotografía "Ciudad de Almería", con premios de hasta 600 euros. Pueden participar fotógrafos tanto aficionados como profesionales, presentando cada persona un máximo de 10 obras. El tema tiene que ser "la Ciudad de Almería" y las fotografías deben entregarse o enviarse por correo a la Casa de la Cultura en la Calle Molina, desde el 13 hasta el 27 de febrero.

Tarea 2

Parking LUX - en el aeropuerto de Madrid y ahora Barcelona también. Avísenos por teléfono que viene en su coche y le esperará nuestro representante en la puerta del terminal. Llevamos su coche a nuestro aparcamiento vigilado 24 horas al día y a la vuelta de sus vacaciones se lo devolvemos, si quiere, hasta lavado y cambiado el aceite - fácil, cómodo y muy bien de precio.

Tarea 3

Eduardo, explícanos este curso Automatic English, ¿quieres?

Pues, es computerizado, de última generación, es un producto que tiene éxito en todo el mundo, además de España. Hay una inmersión lingüística, pones el CD y en seguida estás en los Estados Unidos - realmente es como si estuvieras viviendo allí, y lo pasas bomba. Es la forma más entretenida de aprender el inglés americano.

Y ¿cuánto tiempo se necesita?

Pues, se recomienda dedicar al menos una hora al día, y lo extraordinario, llegas a defenderte en un país angloparlante en sólo tres meses.

Y ¿el precio?

Lleva un precio impresionante, de lanzamiento. Mira, el curso compone seis CDs más dos libros de 128 paginas. Y fíjate, lo ofrecen con un gran descuento, a casi mitad de precio, en sólo 116 euros.

Tarea 5

Hola, soy Luisa Berlanga, coordinadora de congresos del Hotel Pizarro. Tengo que avisarles que se produjo anoche en el hotel un incendio. Afortunadamente salió ileso todo el mundo, pero habrá que redecorar las salas de reuniones. Pues, pido disculpas ya que será imposible que tenga lugar aquí su congreso del 12 al 15 de marzo, pero quisiera sugerirles un cambio de local a otros dos hoteles que tiene nuestra compañía en la ciudad. Concretamente, les propongo que alojemos a sus delegados en el Hotel Almagro, 5 estrellas, recién construido y de gran lujo. El único problema es que las reuniones tendrán que celebrarse en el Hotel Cortés, donde encontrarán todo lo que necesiten para el congreso. Les mando en seguida detalles y hablaré con el director general sobre la posibilidad de un descuento en el presupuesto de su congreso. Bueno, otra vez pido disculpas. Adiós.



RECOGNISING ACHIEVEMENT

Mark Scheme 2673
January 2005

Modern Languages at Advanced Subsidiary**UNIT 3, Reading and Writing**

The following general principles apply to the marking of Unit 3 in French, German and Spanish.

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 Alternatives: The award of marks is not necessarily dependent on the specific wording in the mark scheme; other wordings will score the marks, provided they are semantically equivalent. Acceptable alternatives will be discussed at the examiners' meeting and the mark scheme amplified accordingly.
- 4 Copying of material: Candidates are instructed that they may use expressions of up to 5 words from the text **unchanged**. In practice, there is likely to be little opportunity for extensive "lifting" to occur (only in extended writing exercises); where it does happen, the general rule is that the lifted material should be bracketed and discounted for the purpose of assessing the quality of the language.
- 5 Grammar and spelling: In **Section B** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids.
- 6 Rubric infringements: The most likely rubric infringement in these papers would be answering in the wrong language. Where this occurs, no marks should be awarded.

Any other rubric infringements should be drawn to the attention of the Principal Examiner.

- 7 Particular points relating to Unit 3
 - 7.1 To avoid penalising candidates twice for the same fault, the language must be marked fully, even where the mark under 3A is very low or zero. In the case of a totally irrelevant piece of writing, the script should be referred to the Team Leader.
 - 7.2 Annotation of scripts: mark with a circled number any content point (show the mark in the right-hand margin). Mark with a tick in the left-hand margin any personal additions or imaginative points made by the candidate
 - 7.3 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Team Leader or Principal Examiner.
 - 7.4 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test). Put brackets round lifted sections. Discount lifted sections when assessing grid 3A.
 - 7.5 Quality of vocabulary should be rewarded under structure.
 - 7.6 Responses which are irrelevant to the task and/or text should be assessed only for language.

- 7.7 Comprehension (grid 3B).
For 'Adequate', the candidate should refer to c.40% of the content points.
For 'Good', the candidate should refer to 50%+ of the content points.
- 7.8 Content points can be precise, factual points **or** allusions. This will depend on the text. Points do not need to come from the entire passage - they can come from only a section of the text.
- 7.9 Response (grid 3C).
'Insight' and 'originality' refer to anything which was not in the original text.

2673 JANUARY

MARK SCHEME

Tarea 1

- a) V
- b) ?
- c) F
- d) V
- e) ?
- f) F
- g) F

Tarea 2

- a) 2
- b) 3
- c) 1
- d) 2
- e) 4
- f) 4
- g) 2
- h) 3

Tarea 3

Quality of Language – as per grid in specification **10**

Comprehension of Content – as per grid in specification **10**

<u>Points from text</u>	<u>Marks</u>
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10 or 10+	10

Points to be included or alluded to:

aggressive, dreamers, like risks (any 2 from 3)

behave as if nothing to lose

rebellious

impervious to reason / don't listen

cars, drinks and mates most important

live at home

temporary jobs

spend half money at weekends } 1 mark only if these points made imprecisely

other half save for car }

teachers powerless / can't punish / throw out

teachers / schools mean nothing

influences are family / media

look after number one

Response – as per grid in specification

10

Might include:

they (older generation) have different values

they feel frightened

the media exacerbates this

young people understand / use new technology

opinions why young people behave in this way etc. etc.

30 puntos

Tarea 4

1 hay

2 por

3 acaba

4 ha

5 algo

6 regresar

7 A mí

8 esté

9 tanto

10 fue

11 salir

12 tengo

13 tonta

14 muy

15 lo

GRIDS**Grid 3A: Quality of Language****0-2 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

3-4 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

5-6 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

7-8 Good

Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound, although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

9-10 Very Good

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Grid 3B: Comprehension**0**

Work undeserving of any marks (e.g. blank, irrelevant).

1-2 Very Poor

Includes only one or two points from the original passage.

3-4 Poor

Merely transcribes sections from the original passage.

5-6 Adequate

Includes a reasonable number of points from the original passage.

7-8 Good

Includes a good number of points from the original passage.

9-10 Very Good

Provides a comprehensive summary of the original passage.

Grid 3C: Response**0**

No attempt to provide a personal response.

1-2 Very Poor

Only briefly indicates a personal opinion.

3-4 Poor

Two or three personal opinions indicate the beginning of a response.

5-6 Adequate

A number of personal views expressed.

7-8 Good

A range of personal views, with a certain originality and imagination.

9-10 Very Good

Responds with a wide range of views which show insight and imagination.



RECOGNISING ACHIEVEMENT

Mark Scheme 2674
January 2005

Unit 2654 (French), 2664 (German), 2674 (Spanish)

Components 01 and 03: Speaking and Reading

Total: 60 marks

Section A Discussion of Article

Response to and understanding of article	10 marks (A02)	(Grid 4A)
Comprehension of and response to examiner	10 marks (A01)	(Grid 4B)

Section B General conversation

Spontaneity, comprehension, responsiveness, fluency	15 marks (A01)	(Grid 4C)
Pronunciation and intonation	5 marks (A01)	(Grid 1F)
Quality of language	10 marks (A03)	(Grid 4D)
Factual knowledge, ideas and opinions	10 marks (A04)	(Grid 4E)

Section A: Discussion of article: Grids 4A and 4B**20 marks****Grid 4A: Response to and understanding of article****10 marks**

0-2	<i>Very poor</i>	Minimal understanding shown of article. Ideas largely superficial.
3-4	<i>Poor</i>	Limited knowledge shown of article. Considerable gaps in understanding.
5-6	<i>Adequate</i>	A reasonable level of understanding. Needs encouragement to develop ideas.
7-8	<i>Good</i>	Article generally well understood, but ideas rather limited.
9-10	<i>Very Good</i>	Excellent understanding of all aspects of the article.

Grid 4B: Comprehension of and response to Examiner**10 marks**

0-2	<i>Very Poor</i>	Severe problems of comprehension. Very marked hesitation. Limited responsiveness.
3-4	<i>Poor</i>	Has general difficulty in understanding. Limited response to the majority of topics raised.
5-6	<i>Adequate</i>	Understands questions on basic concepts but has difficulty with more complicated ideas. Some delay in response.
7-8	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Quite forthcoming.
9-10	<i>Very Good</i>	No problems of comprehension. Prompt response to questions. Takes initiative in developing themes.

Section B: General conversation: Grids 4C, 1F, 4D and 4E**40 marks****Grid 4C: Spontaneity, comprehension, responsiveness, fluency****15 marks**

0-3	<i>Very poor</i>	Severe problems of comprehension, Very marked hesitation. Limited responsiveness. No fluency or feel for the language.
4-6	<i>Poor</i>	Has general difficulty in understanding. Limited response to questions on majority of topics raised. Little fluency or feel for the language. Translates literally from the mother tongue.
7-10	<i>Adequate</i>	Understands questions on basic situations and concepts but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. Reasonable fluency and feel for the language with occasional use of relevant idiom. Limited expression of ideas.
11-13	<i>Good</i>	Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead. Good fluency and feel for the language. Shows competent use of relevant idiom.
14-15	<i>Very Good</i>	No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics. Able to guide the discussion and lead the examiner, offering and seeking opinions as appropriate. Very good feel for the language and is able to express concepts fluently and in the appropriate idiom.

Grid 1F: Pronunciation and intonation**5 marks**

0-1	<i>Poor</i>	Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.
2-3	<i>Adequate</i>	A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.
4	<i>Good</i>	Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.
5	<i>Very Good</i>	Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 4D: Quality of language 10 marks

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

Grammatical accuracy

0-1	<i>Very poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.
2	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.
3	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
4	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.
5	<i>Very good</i>	High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification.

Range, variety and appropriateness

0-1	<i>Very poor</i>	Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.
2	<i>Poor</i>	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.
3	<i>Adequate</i>	Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.
4	<i>Good</i>	Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
5	<i>Very good</i>	Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

Grid 4E: Factual knowledge, ideas and opinions**10 marks**

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The examiner should adapt the general statements below to the specific topics being addressed by the candidate. Grid 4E focuses on (i) knowledge and factual information; (ii) evidence of reading and preparation; (iii) ideas and opinions. Note that response to the examiner is assessed as AO1 in Grid 4C. The concern here is with knowledge and opinions.

0-2	<i>Very Poor</i>	Conveys very little information about the topics. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously. Insubstantial and hesitant delivery. No, or very few, ideas or opinions expressed.
3-4	<i>Poor</i>	Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of preparation, but delivery is pedestrian, as are the one or two ideas expressed.
5-6	<i>Adequate</i>	Solid base of information with evidence of preparation. Material is factually sound, but with no evidence of wider reading. Material may not always be relevant. Exposition of topics is serious but somewhat stilted. Has begun to think about the issues and express ideas.
7-8	<i>Good</i>	Detailed exposition of the topics. Well-informed with a range of relevant factual information. Well prepared material. Interesting ideas and observations.
9-10	<i>Very Good</i>	Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues, and is expressed in a range of opinions and observations. Detailed preparation evident and topic presented with style and flair.

Note: In cases where candidates fail to offer some factual knowledge, ideas and opinions related to the country where the language is spoken, a maximum of 4 marks (Poor) will be available on Grid 4E.



RECOGNISING ACHIEVEMENT

Mark Scheme 2675
January 2005

Units 2655/2665/2675

Listening, Reading and Writing 2

JANUARY 2005

Please use the following symbols on all scripts to indicate marks awarded and any deductions.

- 1 Tick each relevant point for which a whole mark is awarded.
- 2 Draw a single line under any language errors [in parts of the examination where language is to be marked].
- 3 Indicate omitted information by a caret sign ^.
- 4 Indicate superfluous information by a wavy line.
- 5 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 6 For each question or section, write the mark awarded in the righthand* margin. At the end of the exercise write the total marks, **and ring this figure**.
 - Left-handed markers may use the lefthand margin.
- 7 At the end of Sections A and B, write the mark awarded for Quality of language as 5A or 5B and ring this mark.
- 8 In the extended writing exercise in Section C, show the mark for Grammatical Accuracy (G) and then the mark for Range, variety and appropriateness (R).

For the Range mark in cases where answers are irrelevant or there are gaps:

- 2/3 of the relevant points and above (including personal opinion) – assess on full range of 5 marks
- 1/3 to 2/3 of the relevant points (including personal response) – assess on maximum of 3 marks
- below 1/3 the relevant points (including personal opinion) – assess on maximum of 2 marks
- If no attempt at a personal opinion then deduct 1 mark from total awarded for this grid
- If the answer is totally irrelevant then award 0 marks

- 9 Transfer the totals for each task to the front cover, insert the Quality of language mark after the appropriate question. On the OMR marksheet enter **the final total only**.

SECCION A

Tarea 1A

7 marks, 1 mark for each correct point, as shown (accept variations where meaning is correctly conveyed):

- (a) 1 los españoles
 1 **NOT**
 1 de más de 25 años
- (b) 1 (todos) los adultos/mayores/las personas/los ciudadanos/de edad mayor
unrecognizable attempts at ciudadanos
- (c) 1 los (adultos/mayores) hasta la edad de/de menos de 25 años
- (d) 1 amenaza (a España)
 1 catástrofe
- (e) 1 la edad a la cual empieza el servicio/edad mínima para servir

Tarea 1B 12 marks, one for each correct point:

- (f) 1 alcalde
- (g) 1 mensajes de texto/textos (a los teléfonos móviles)
- (h) 1 anotar sus nombres
 1 y los temas que les interesan/elegir la información que quieren
- (i) one mark each for any 3 of:
 problemas de tráfico/atascos *tascos (sounds like pubs)*
 obras en las calles/vías públicas
 acontecimientos/eventos culturales
 avisos meteorológicos
- (j) 1 produjo nieve/fue un fenómeno meteorológico adverso/es el tipo de
 información que se dará en el futuro
 1 causó problemas/daños (este año)
- (k) 1 el Ayuntamiento
 1 empresas que ponen publicidad(es) en los mensajes
- (l) 1 ahorrará papel
- (m) 1 que los Ayuntamientos del resto de España (pronto) lo copiarán

5 marks for language, awarded according to grid 5A

Transcript of listening passages for Tarea 1

1A

Y ahora en este telediario tenemos una mala noticia para los españoles de más de 25 años. El Ministerio de Defensa propone un cambio en la Ley de la Movilización Obligatoria. En el futuro, según la posible nueva legislación, todos los ciudadanos mayores de edad podrán ser obligados a servir en el ejército en caso de conflicto o urgencia: no se menciona ninguna edad máxima. Hasta ahora, las obligaciones de este tipo siempre han terminado a los 25 años –es decir que, bajo la ley hoy día existente, nunca se ha podido movilizar obligatoriamente a los que tienen más de 25 años. Estas movilizaciones posibles tendrán lugar sólo en caso de urgencias. Las urgencias se definen como sigue: conflicto armado; o situación de amenaza a la seguridad de España; o grave catástrofe. Como en la ley actual, a la que la nueva Ley vendrá a sustituir, la posibilidad de ser movilizado forzosamente seguirá empezando a la misma edad que ahora.

1B

Announcer:

Pues ahora tenemos con nosotros al alcalde de Teulada, don José Ciscar Bolufer. Don José, Vd. va a hablarnos de un nuevo sistema de comunicaciones que opera el Ayuntamiento de su ciudad, ¿no?

Mayor:

Pues, dentro de 2 días se va a implantar nuestro sistema municipal de mensajes de texto a través de los teléfonos móviles para informar a los vecinos. En una base de datos, los ciudadanos interesados podrán anotar sus nombres y elegir qué tipo de información desean recibir. Por ejemplo, la gente que está suscrita podrá recibir información sobre un atasco, una obra en una vía pública o un evento cultural.

Y además, con este nuevo servicio municipal también informaremos a los ciudadanos de Teulada de fenómenos meteorológicos adversos, por ejemplo la <<gota fría>>, la cual este año produjo la nieve que causó tantos daños.

Con este sistema además se ahorrará tiempo y dinero. Lo mejor de todo es que los ciudadanos, por recibir información en su teléfono, no tienen que pagar nada. La iniciativa la financiará el Ayuntamiento, que pretende ahorrar en comunicación postal; y además, cada mensaje llevará una publicidad, y será la empresa que emite la publicidad la que pague el coste del mensaje.

Pues, este servicio les encantará a los habitantes de Teulada, que estarán al corriente de todo lo que suceda en la ciudad. Además de esto les gustará a los ecologistas. Esta iniciativa pionera ahorrará y eliminará todo el papel con que habitualmente se realizan la inmensa mayoría de las notificaciones o de las comunicaciones que se remiten a los ciudadanos.

Personalmente, confío en que ese sistema pronto lo copiarán todos los Ayuntamientos del resto de España.

Announcer: Gracias Señor Alcalde. Hasta luego.

2 mins 25 secs

Tarea 2 17 marks, one for each correct answer, as shown:

NOT

- (a) 1 he would not let himself be silenced/would not be/stay silent *was not silenced*
- (b) 1 Not in/far from (a war in) a poor 3rd world country
1 but/and one of the most prosperous areas in Europe
- (c) 1 say/claim they want it/apparently want it
1 but cannot tolerate intelligent people *support*
1 telling/publishing the truth.
- (d) 1 being (told he was) in danger
- (e) 1 one of only a few
1 representing intellectual fight against
1 separatism/nationalism/separation/independence
1 and (battle against) terrorism.
- (f) 1 the journalist is not only/a mere witness
1 but has the task of interpreting/expressing/forming opinion(s)
1 his writing is a means of convincing people
1 and changing the world/reality.
- (g) 1 when they needed help
1 to defend their human rights
1 and freedom

Tarea 3

8 marks, one for each correct answer, as shown

- (a) 1 Es el número de años que han pasado
1 desde la muerte de José Luis López de Lacalle
- (b) 1 (distancia en) kilómetros
1 de los paseos (a pie) que hacía (José Luis López de Lacalle) (a veces)
- (c) 1 fecha del mes de mayo/el 7 de mayo es cuando
1 (en que) José Luis López de Lacalle fue asesinado
- (d) 1 número de años
1 que pasó en la cárcel.

Tarea 4

5 marks, 1 for each correct answer

- (a) José Luis López creó un partido que se opuso a la violencia de ETA.
- (b) Quería la libertad pero no quería que se consiguiera con violencia.
- (c) Sus ideas sobre la libertad se desarrollaron lentamente.
- (d) Opinaba que no se debía reaccionar demasiado espontáneamente a la injusticia.
- (e) Denunciaba más veces lo general que lo específico.
- (f) Aun cuando aparentemente escribía artículos relativamente frívolos, siempre trataba cuestiones fundamentales.
- (g) Intentaba comprender por qué la violencia separatista nunca terminaba.
- (h) Admiraba al PNV porque este partido buscaba la libertad por medios políticos.
- (i) Creía que el PNV iba a abandonar el apoyo que había dado a ETA.
- (j) Quería impedir que sus lectores eligieran al PNV.

Tarea 5

10 marks, one for each correct point, as shown

- (a) 1 de (sus) asesinatos/homicidio/matar/acciones
- (b) 1 era insoportable
- (c) 1 dejar de hablar/parar de hablar/callarse
- (d) 1 sus artículos/hablando/diciendo/escribiendo/revelando
la verdad/dando sus opiniones
- (e) 1 fue matado/asesinado
- (f) 1 ofrecía/ofreció una libertad completa/era/fue completamente libre
- (g) 1 partido político/afiliación política
1 quedarse mucho tiempo (en ninguno)
- (h) 1 lo más importante para él/en lo que escribía
- (i) 1 le olvidarán/olvidan

Task 6

For “Accuracy” give mark out of 5, but deduct if not enough text.

For “Range”, first tick up to 10 points made [including points of personal opinion from (b)]

Over 8 points assess on full range of 5 marks

5-7 points, assess on up to max. 3 marks

below 5 points, assess on max. 2 marks.

If there has been NO attempt at a personal response, then deduct 1 mark from the marks awarded for the range grade.

- (i) encontró petróleo y compró tierra
(la semana pasada), anunció/aron que se marchaba
y que devolvía(n) al gobierno colombiano
el terreno que había(n) comprado
porque había(n) bajado 3.600 metros
pero no había(n) encontrado petróleo
sólo un poco de agua y de gas.
 - (ii) pedir a Dios/rezar
pasar hambre
para conseguir poderes sobre el petróleo
y hacerlo desaparecer
amenazaron con suicidarse (muchos de ellos)
saltando desde una peña alta
porque era mejor morir que ver el fin del mundo.
 - (iii) muertes debidas a enfermedades de países occidentales
pérdida de terreno
muchos aceptan dinero
y desarrollo
otros luchan contra el Estado o las empresas
para proteger el petróleo/el mundo
- (b) Candidate's own opinion on whether big business should search for oil and other resources in Third World countries

Grid 5A: Listening**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.

4 Good

Accuracy generally quite consistent, but quite a number of minor errors in spelling and agreements and one or two more serious lapses in transcriptions from the spoken word.

5 Very Good

High and consistent levels of accuracy. Only minor errors and slips in spelling and agreements and virtually no problems in transcriptions from the spoken word.

Grid 5B: Reading Comprehension**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Grid 5C: Quality of language**10 marks**

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

Grammatical accuracy**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

5 Very Good

High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

Range, variety and appropriateness**0-1 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

2 Poor

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.

3 Adequate

Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.

4 Good

Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.



RECOGNISING ACHIEVEMENT

Mark Scheme 2676
January 2005

Unit 2656 (French), 2666 (German), 2676 (Spanish)
Culture and Society (written paper)

Total: 60 marks

MARKING SCHEME

Information about and understanding of topics, texts and issues 40 marks for each essay (AO4) [Grid 6A]

Quality of Language 20 marks for each essay (AO3)[Grid 6B]

The following general principles apply to the marking of the Culture and Society paper in all languages.

- 1 **Assessment criteria:** All scripts are to be marked in accordance with the assessment criteria below (Grids 6A and 6B).
- 2 **Marking:** Examiners are asked:
 - (a) to single underline all language errors
 - (b) to indicate omissions by a caret sign (^)
 - (c) to indicate superfluous or unclear material by a wavy line.
- 3 **Comments:** Examiners are asked to write **no comments** at all on the scripts. However, in certain cases it may be helpful to attach comments on a separate sheet when an explanation of the allocation of marks may be deemed necessary.
- 4 **Length:** There is no limit on the number of words to be written per essay, no penalties, therefore, are to be imposed.

Essays which are too short should be assessed as normal; the shortness will usually be self-penalising.
- 5 **Rubric infringements:**

Where candidates write their essays based on the same text or topic, only the better of the two should be marked.

In such cases the action taken by the examiner must be clearly shown at the foot of the essay, and the words **RUBRIC INFRINGEMENT** written on the front cover. There is no need to mark such scripts for the attention of the Team Leader.

Any other cases of rubric infringements should be drawn to the attention of the Team Leader.
- 6 **Reference to the country:** Both the Aims and the Assessment Objectives of the specification indicate that essays in Section C must relate to "**a country where the language studied is spoken**". It is acknowledged that some of the topic titles have international application, but each title in the specification specifically refers to the country/countries in question. There is, therefore, no excuse for essays which do not refer to the country/countries studied. It should be noted in this respect that, with the exception of those topic areas asterisked in the specification, **any** country where the language is

spoken is acceptable for the purposes of this paper (eg Francophone Africa, Austria, Latin America).

Essays which make no or little reference to the country/countries in question may be awarded no more than 7 marks on both grids.

- 7 **Indication of marks:** At the end of each essay, the examiner must show the mark awarded under each separate grid, and the resulting total, which should be ringed.

e.g.

6A	15	17	32
6B	6	7	13
			45

Add the two totals out of 60 together to get an overall mark out of 120. Divide this by two (rounding up any ½ marks) to get a final total out of 60. Indicate this on the front cover of the answer script.

e.g.

$$45 + 38 = 83 = \textcircled{42}$$

Grid 6A (1) Information about topics, texts, relevance and appropriateness of response

40 marks

0-3 Very Poor

Extremely brief and/or very inadequate answer. Little or no knowledge of the text/topic. Frequent irrelevance. A very superficial treatment of the task.

4-7 Poor

The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. There are omissions and some irrelevancy in completing the task.

8-11 Adequate

Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Rather dull treatment of the task.

12-15 Good

Evidence of thought and preparation showing a sound knowledge of the text/topic, supported by factual knowledge. Mainly relevant to the task and demonstrating some imagination and/or originality (where appropriate).

16-18 Very Good

The text/topic is used and pointed to the question, the general issues pertinent to the text/topic have been taken into account in response to the question. There is evidence of an ability to produce an imaginative and/or original response to the task (where appropriate).

19-20 Excellent

Intelligent use of factual information, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. A precise and thorough response to the task showing insight into the text/topic.

Grid 6A (2) Understanding of topics, texts and issues, structure and development of ideas. 20 marks

0-3 Very Poor

May have great difficulty communicating at this level in the foreign language. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.

4-7 Poor

Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion. Rambling and disjointed.

8-11 Adequate

Ideas generally organise in a structured way and some ability to organise into paragraphs and sequence the argument, although somewhat superficial.

12-15 Good

Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.

16-18 Very Good

The essay has an argument and develops a case but there may be some limitations in scope. There is a clear line of thought and/or evidence of an ability to draw conclusions.

19-20 Excellent

Well-balanced and coherent piece with an excellent introduction and good organisation with clarity and a sense of control. Ideas clearly linked and well-developed. Thoughtful work.

Grid 6B Quality of language **10 marks**

Grammatical accuracy **10 marks**

1-2 Very Poor

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

3-4 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

5-6 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

7-8 Good

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

9-10 Very Good

High and quite consistent level of accuracy. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

Range, variety and appropriateness**10 marks****1-2 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

3-4 Poor

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.

5-6 Adequate

Some attempt to extend range of vocabulary, but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.

7-8 Good

Good range of vocabulary, with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns, but not always able to maintain correct usage.

9-10 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.



RECOGNISING ACHIEVEMENT

Mark Scheme 2677
January 2005

Grid 6A (1): Information about topics, texts, relevance and appropriateness of response

20 marks

0-3	Very Poor	Extremely brief and/or very inadequate answer. Little or no knowledge of the text/topic. Frequent irrelevance. A very superficial treatment of the task.
4-7	Poor	The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. There are omissions and some irrelevancy in completing the task.
8-11	Adequate	Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Rather dull treatment of the task.
12-15	Good	Evidence of thought and preparation showing a sound knowledge of the text/topic, supported by factual knowledge. Mainly relevant to the task and demonstrating some imagination and/or originality (where appropriate).
16-18	Very Good	The text/topic is used and pointed to the question, the general issues pertinent to the text/topic have been taken into account in response to the question. There is evidence of an ability to produce an imaginative and/or original response to the task (where appropriate).
19-20	Excellent	Intelligent use of factual information, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. A precise and thorough response to the task showing insight into the text/topic.

Grid 6A (2): Understanding of topics, texts and issues, structure and development of ideas.

20 marks

0-3	Very Poor	May have great difficulty communicating at this level in the foreign language. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.
4-7	Poor	Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion. Rambling and disjointed.
8-11	Adequate	Ideas generally organised in a structured way and some ability to organise into paragraphs and sequence the argument, although somewhat superficial.
12-15	Good	Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.
16-18	Very Good	The essay has an argument and develops a case but there may be some limitations in scope. There is a clear line of thought and/or evidence of an ability to draw conclusions.
19-20	Excellent	Well-balanced and coherent piece with an excellent introduction and good organisation with clarity and a sense of control. Ideas clearly linked and well-developed. Thoughtful work.

Grid 6B: Quality of language

20 marks

Grammatical accuracy

1-2	Very Poor	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.
3-4	Poor	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.
5-6	Adequate	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
7-8	Good	Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.
9-10	Very Good	High and quite consistent level of accuracy. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

Range, variety and appropriateness

1-2	Very Poor	Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.
3-4	Poor	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.
5-6	Adequate	Some attempt to extend range of vocabulary, but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.
7-8	Good	Good range of vocabulary, with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns, but not always able to maintain correct usage.
9-10	Very Good	Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures



RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS
January 2005

2671: GCE ADVANCED SUBSIDIARY SPANISH (SPEAKING)

General Comments

The examination followed the now well-established format and centres had largely familiarised themselves well with the requirements for the various parts of the test. There are still, however, a few administrative points that need to be repeated: centres should make sure to enclose with their tapes both the headed mark sheet and the topic form (formerly ML/T/Cand) for each candidate. Some centres, particularly for option B, omitted the latter, but these are necessary for consistent and effective moderation.

Timing was generally observed appropriately, though again just a few centres went over time in the role play section. Centres are reminded that exceeding the prescribed limit does not help candidates, but indeed may disadvantage them, as examiners are instructed not to mark beyond the set time and to disregard subsequent utterances from the candidate.

Recording quality was usually good, though sometimes there was noise when candidates knocked the table – affecting recording level – or when they were too far from the microphone. One or two centres had forgotten to allow sufficient tape and needed to turn the cassette over in mid test – such interruptions are clearly unhelpful to a candidate's confidence.

There were positive signs that teachers had taken note of previous reports – and of points from INSET meetings, and in particular had encouraged candidates to be more assertive in the role plays. Grid 1B of the mark scheme rewards those candidates who show initiative and who are positive in guiding the exchange. Similarly, there was a greater attempt to address issues arising under Assessment Objective 4 of the Specification in the topic discussion. Candidates were encouraged, reminded or challenged to relate their remarks to the Hispanic context.

Pronunciation was generally sound though intonation was sometimes rather unauthentic; a number of candidates tended to mumble or sniff and a significant minority adopted the up-talk intonation from Australian television soaps.

Grammatical structures revealed the usual strengths and weaknesses of candidates, though many had made commendable efforts to widen their range. As previously, basic grammatical points such as *ser* and *estar*, *gustar*, agreements, gaps in GCSE-level vocabulary.

Comments on Individual Questions

Part 1 Role play A

Role play E dealt with an education and careers information service and was handled well by most candidates. The content provided problems with vocabulary – candidates had evidently used their preparation time effectively and had used the outline under *Tarea* to work out a strategy for discussion. The more open-ended questions on the value of education or training achieved some good answers; some candidates were less assured on the advantages or disadvantages of living in the country.

Role play B

This role play dealing with a car breakdown and rescue service provided a suitable challenge across the range. Most candidates could describe the different levels of service, though some needed some prompting to give full details of respective costs, distances covered or age of vehicles, possibly through a reluctance to tackle numbers. The follow-up questions on transport provided ample scope for candidates to show their relative abilities.

Role play C

This option was based on planning a visit to a shopping outlets village. Candidates appeared to be rather more dependent on their teachers here to maintain momentum, resulting in more of a question and answer approach, though notably some attacked the task with gusto. Although candidates gave an account of the various facilities available, it was the better ones who coped effectively with the task which involved persuading that it would be *una excursión agradable para todos*.

Part 2 (a) Presentation

There were some interesting and well-prepared presentations. Almost without exception candidates had ensured that the necessary Hispanic theme was observed and had sufficient material to keep going for the 2-3 minutes. Teacher / examiners were generally careful to allow candidates to speak without interruption but equally made sure that they did not exceed the prescribed time. As is so often the case it was those topics chosen personally by the candidates and with which they could show a direct personal involvement that came across most successfully. The standard fare such as *la corrida* or *los jóvenes* or *la droga / el botellón / tabaco*, was competently and relevantly discussed in an informed manner by the better (or better-prepared) candidates. However, it also lent itself to recitation of pseudo facts and clichés (often, apparently lifted straight from course books), with a lack of depth or developed discussion.

(b) Discussion

The most successful discussions were when teacher / examiners based the debate on the topic form (ML/T/Cand) headings – as required – but did not expect or allow the candidate to give, unchallenged, a succession of mini-presentations. There were unfortunately a few examples of over-rehearsed pseudo surprise trigger questions. Candidates gain credit for spontaneity as well as fluency and it is in their interests to be given the opportunity to make a snap reaction or to think on their feet.

Unit 2672 AS Spanish

This paper appeared slightly more demanding than the one offered in June 2004, but seems to have discriminated well, while still being accessible to almost all candidates. The skills profile of the candidate group in general was very varied - as is often the case in the January session - so that an individual candidate's performance on one section was no guide to achievement in any other. There were no obvious time difficulties, and no questions were completely misunderstood, although Q8 in Task 5 was only partially answered by several candidates. As in previous years, it was clear that those who approached Section 2 as a whole story and applied the logic of their understanding of the situation, especially in Task 6, tended to perform better.

Task 1 functioned broadly as intended, in that it provided an easy entry for the vast majority of candidates, who gained 5, 6 or 7 marks. Nonetheless, the fact that seven marks were available from a comparatively short text meant that the information to be gleaned was concentrated, and intensive listening skills were required.

Task 2 although employing a demanding style of exercise, this task appears to have entailed content accessible to almost all candidates, in that very few encountered difficulty here.

Task 3 entailed a test type - multiple choice - to which candidates usually respond very well. The theme - the study of English as a foreign language - was one which has been touched on in the past in this unit. On this occasion, however, the extract was (not unprecedentedly) a dialogue. This may explain why although the task discriminated across the ability range, only the very competent were able to approach full marks.

Task 4 This is always a demanding task, and on this occasion again it discriminated between candidates, but a caveat is necessary. There is often a minority of candidates who score low marks or zero, either because the style of the question and the intensive reading nature of the task are unfamiliar to them, or because this task is approached in a hurry. This task has often caused some difficulty in January, when there is a group of candidates who may not have had extensive experience of past papers. At the higher levels of performance, the task elicited a variety of marks, but there was a still sizeable minority who achieved a perfect score.

Task 5 seems to have been found a little harder than that of June, 2004. The amount of writing required to answer the questions was, perhaps, a little greater, although Q7 could be, and was frequently, handled virtually in note form. Most questions demanded both comprehension and a fair sample of language. The penultimate question, which demanded details of the different functions of the two hotels may have been misunderstood since it was very often only answered with details of the one last mentioned.

As in previous January sessions, the quality of language used varied greatly. Candidates must try to balance the desire to answer at slightly greater length - thus showing linguistic ability - with the need to avoid error; only those with more confidence and experience strike the right balance, and those who lack practice often suffer in January. At the same time, weaker candidates are often tempted to transcribe lengthy sections of the extract. This can gain content marks, although one oft-recurring problem is that candidates offer right answers in response to the wrong question. Another possible consequence is that writing a longer section of text produces more language errors.

It is once again recommended that candidates read the questions carefully and check their answers against them. This will avoid the problem mentioned in the previous paragraph. Questions 1, 4, 5 and 8 seem to have caused particular difficulty in this respect.

In the area of language, two important points are worth making here: firstly, that written accents do matter - especially on verb endings; and secondly, that a candidate who answers a question such as Q9 in the third person is likely to gain more credit than one who simply transcribes the extract in the first person.

Task 6

This text did not contain much difficult vocabulary, but there were several words and phrases that appear to have caused unexpected problems to candidates of varying levels of ability. The context, situation and reason for writing were fairly straightforward, but careful attention to the logic of the passage was needed, as well as an awareness of the scenario as a whole. Thus, some candidates failed to be clear about who was writing to whom and offering alternative arrangements; others treated part or all of the text as if the conference had already taken place; and some, despite appearing to handle the relevant sections of Task 5 without too much difficulty, did not appear to understand the roles of the different hotels.

There were some slightly surprising problems of vocabulary and failure of inference: *me disculpo*, *al terminar el desayuno*, *alquilaremos*, *almorzar*, *jornada*, *en pleno centro*, *informatizado*, and *éxito* all gave difficulty to candidates of a wide range of ability. That said, the overall standard of comprehension was comparable to previous years, while clearly Centres have warned candidates of the need for correct spelling, punctuation and grammar. Nevertheless, it is worth reminding candidates that undecipherable letter which may be comprehensible to teachers who regularly mark work, but cannot be accepted by external examiners in any part of the paper. Marks were lost, here and in the rest of this Section, through unclear handwriting.

Task 7,

The text of this Task, although not excessively demanding in its grammatical requirements, proved hard for some candidates to express clearly and with accuracy. Although comparatively simple requirements in terms of verb tenses, agreements and pronouns, it nevertheless contained pitfalls for the unwary. *I am sorry to hear* was one of these, with *lo siento escuchar* a very common rendering. *Decir* or *llamar* were much used instead of *hablar*. While it was expected that the concept of *until + verb* would be a problem, there was also poor gender agreement, frequent use of *se* for *le/la*, often a dearth of accents, and much confusion between past and present verb endings.

2673: Spanish Reading & Writing

General Comments

The level of entry for this January session was, as is often the case at this time of year, of mixed quality. There were a number of excellent papers, perhaps from candidates in their second year of A level study. However, this was counterbalanced by a significant number of weaker papers, possibly from candidates with little more than one term's study at post-GCSE level.

The demands made by the paper were very comparable to those made in other sessions. A slightly harder than usual Question 1 was alleviated by a more accessible Question 4. The stimulus text of Question 3 dealt with a topic which all candidates had something to say about.

One surprising new phenomenon was that candidates occasionally left blank spaces in Questions 1, 2 or 4. Surely a guess would have been a better option!

There was no evidence that candidates struggled to complete the tasks within the allotted time.

Comments on Individual Questions

Q No)

- 1) What appeared at first glance to be a fairly innocuous text proved to contain all manner of demons when it was tested! Indeed, few candidates managed to get all seven answers correct. Problems were encountered with most questions and only (c) was tackled with any degree of confidence.
- 2) This task produced a far more typical spread of marks and discriminated well between the differing levels of ability. Maximum scores were not as rare as in the previous task, with questions (c) and (f) being the main stumbling blocks.

- 3) Nearly every candidate had views to offer on the topic covered by the stimulus text. The best answers succeeded in picking out the main points of the article and then combined ideas on why adults criticise the younger generation, on why young people behave as they do.

Reasons for the conflict of generations included:

- times have changed, (quite often with reference to the Franco years);
- young people can do things that their parents couldn't;
- there is a lack of understanding of modern ways;
- every generation rebels against its predecessor.

Some candidates who scored well for language and response missed out on comprehension marks by making too vague and generalised reference to the stimulus article. Specific details need to be mentioned.

Once again a number of candidates shared the belief that the more pages they filled the more marks they would get. Sadly, this is seldom the case, as the quality of language and thought processes seem to diminish in direct proportion to the length of the answer. The exam booklet itself allows ample room for the recommended 200 words to be written.

There was some evidence of failure to understand the stimulus text and this, combined with a tendency to ignore the bold print instruction 'según el texto,' led some candidates to launch straight into a generalised, 'tabloid' portrayal of 'youth today.' The worst cases sometimes gave the impression that the original article had not been read at all.

Popular linguistic errors this session included:

'sonador' to mean 'noisy'
'son imposibles razonar con' (!)
'mayora' with a plural verb
'según a'
'también no'
'porque de'
'crear' for creer'
'en los fines de semana'

Although some sympathy was felt for the widely stated view that 'teachers should be armed,' no credit was given.

- 4) Candidates tackled the grammar questions with relative ease in this examination. The general tendency was to start and finish strongly. The question which gave the most difficulty were numbers 3, 5, 6, 7, 8 and 9.

2674 Spanish: Listening, Reading and Writing 2

General Comments

Few candidates entered for this session's Speaking and Reading test. The majority of centres conducted the tests well and there were very few problems to report.

Most candidates were well prepared and so gave a good account of themselves. Both stimulus texts were, it was felt, accessible to all candidates. *Texto A* proved to be particularly stimulating for many candidates with a pleasing number able to give full and fluent responses to the suggested general questions relating to the desirability of the *siesta* as part of a healthy lifestyle. *Texto B* relating to television advertising proved to be equally accessible but fewer candidates tackled it given that in most centres where only one candidate was entered, the first of the two texts was the automatic choice.

As was the case last January, timings for the tests were by and large adhered to with the only concern this year being that a small number of centres cut short the timing for Section A. This section should last between five and six minutes. The Specification (Revised Edition) makes it very clear exactly what is expected for the two sections of the test. Centres are urged to keep to these timings.

In administrative terms, the tests went smoothly. Most centres sent off their cassettes with each candidate having TWO accompanying documents - the Working Mark Sheet, duly filled in with the candidate's details, and the topic sheet (ML/T/CAND/A2) with a list of three possible topics for discussion. This is always greatly appreciated by Examiners.

The recording quality of all tests in this session was good. Examiners place on record their gratitude to all Teacher/Examiners for ensuring that candidates can be heard loud and clear with very little background noise.

Comments on Individual Questions

Texto A & Texto B

Teacher/Examiners appeared to be happy to use the suggested questions as set down in the Examiner's Handbook. When supplementary questions were used, they were quite acceptable and candidates dealt well with them. It is worth pointing out once again that those candidates who do not rely totally on the text for the wording of their own answers are more likely to score higher marks in this section. Some lifting is inevitable (and perfectly within the rules) but the ability to interpret the text and explain answers in some depth will always impress examiners and accordingly score higher marks.

General Conversation

Compared to last year there was a smaller number of candidates this year who lost marks for spontaneity as a consequence of delivering very obviously pre-learnt material when asked to communicate more detail with regard to their chosen topic/s but on the whole, most were able to respond very well indeed to the questions put to them by the Teacher/Examiner. As it states in the mark scheme for this Unit, marks are scored for the ability to display factual knowledge, the ability to show an understanding of the themes being discussed and to express personal opinions. It needs to be stressed once again, despite numerous mentions in previous reports, that Teacher/Examiners are only allowed to select **one or two** of the candidate's three topics for discussion. Filling in time by asking a candidate a question relating to the third selected topic is not allowed under any circumstances. Equally, candidates will lose many marks if they fail to make reference to the target language country whilst discussing their topics or if they discuss topics that are not able to be placed in a contemporary context.

2675: Spanish: Listening, Reading and Writing 2

General Comments

Candidates on the whole found the examination approachable and grasped the gist of the passages. Over the 86 scripts received, marks ranged from 79 to 34, making it difficult to generalise about standards; however, there were no marks in the 20s as had been the case in some previous examination sessions, and all candidates demonstrated comprehension of at least some of the texts.

Language use was variable. At the top end there were many candidates who wrote fluent and authentic Spanish; Even among many of such candidates, however, there was rarely faultless spelling. The main problems at this level were accents, which were either completely absent or randomly scattered (eg: *una via publica; catastrofé; politicos, minimo;*); confusion between b and v (eg: *estubo; inbierten; avía*); inappropriate use of double letters (*comunnicaciones; afectados*); and random use of initial h (eg: *a descubierto; ha ver*).

Among less able candidates there was a tendency, especially in the Listening section, to transcribe the exact word from the text. This could sometimes make nonsense if the words had been misunderstood and were unrecognisable, or if too many or too few words had been included so that the answer was incomprehensible. Candidates should always listen and read for the sense of the passage and then express that in their own words.

Comments on Individual Questions

Tarea 1A, This was a listening passage about alterations in the age of call-up for emergency military service, was found very approachable by the vast majority of candidates and scores under 5 were rare. The only difficulties arose in **(c)**, where some candidates were tempted into saying that candidates over 25 were liable for call-up under current arrangements, whereas the reverse is the correct answer; and **(e)**, where many candidates did not make it clear that only the minimum age for call-up (18) remained unaltered.

Tarea 1B, This listening passage, on the subject of plans by Teulada Town Council to use text messages to communicate with local people, produced a wider spread of marks.

(f) This required the speaker's official post; which caused difficulty for many, who wrote about text messages instead. *Desempeñar un cargo* should not be beyond the comprehension of so many candidates at this level.

(g) and **(h)** offered few difficulties but in **(i)** *atasco* and *vía pública* were often misheard or mistranscribed.

(j) was on the whole well answered. The best candidates said the snow had caused *muchos* rather than *tantos daños*. The comprehension mark was awarded for either version but *muchos* obviously showed better language manipulation.

In **(k)** many candidates omitted the *Ayuntamiento's* share of the cost of the messages, and others were not able to convey the whole idea of the companies inserting advertisements and paying for them, which needed some rephrasing of the words on the tape.

In **(l)** most candidates seemed to understand the required answer but some had difficulty in spelling *ahorrar* in a way that made it recognisable.

In **(m)** a number of candidates misheard *copiar* and wrote incomprehensible alternatives; yet this should have been easy to guess. Other candidates lost the mark by leaving out the fact that it would be the *Ayuntamientos* who would be doing the copying.

Tarea 2: This task, answering in English questions on the text, was well answered, demonstrating that the vast majority of candidates did understand the text and were able to answer well where they did not need to write Spanish.

(a) and **(b)** caused few problems. In **(c)** a number of candidates did not make the author's point that ETA claimed to want freedom. There was also difficulty in translating *soportar*, which a large number rendered as "support" instead of "tolerate".

(d) This was well done and so also, for the most part, was **(e)**, though a number of candidates did not state that Lacalle was one of only a few people battling terrorism.

(e) This again was well done. Unfortunately candidates who translated literally did better than those who were more ambitious and tried to paraphrase, as the latter often went wrong somewhere along the way.

(f) This was also well done, except that some candidates did not make the point that those people helped by Lacalle had sought or needed his help.

Tarea 3, This involved interpreting the significance of numbers in the text and was very efficiently answered this year, with a majority of candidates getting 7 or even 8 marks out of 8. The exercise did however discriminate very well as regards language and furnished useful evidence for the award of the language mark for this section. The main language error here was use of tense; very few candidates used the Preterite and Imperfect correctly (*estaba 5 años en la cárcel*). *Cárcel* in fact rarely received an accent and was almost universally considered to be masculine.

Tarea 4, in contrast, seemed to cause considerable difficulty. Many candidates selected **(a)** *José Luis López creó un partido*, though in the following exercise they were quite clear that he had little time for political parties. Another frequent error was the choice of **(e)**, which however says the exact opposite of the relevant sentence in the text.

Tarea 5, which consisted of finishing sentences, as always, discriminated well, and marks gained here often reflected the candidate's overall performance.

(a) This caused few problems but many candidates did not work out the structure of **(b)** and made José Luis the subject of their answers.

(c) and **(d)** caused few problems of comprehension (although a few answered *hablar* instead of *callarse* in **(c)**), but showed up weaknesses in language: many candidates followed *quiso* with a present participle or imperfect tense and were also unsure how to follow *continuo*.

(e) This was generally answered correctly but many missed the idea of *plena libertad* in (f). The second part of (g) caused problems of comprehension and a disappointing number of candidates missed the opportunity to use an infinitive after *sin*.

(h) This gave rise to a wide variety of responses, with many candidates guessing widely and others paraphrasing skilfully. Many were puzzled in (i) by both meaning and structure of *su presencia no se pierde*, but an encouraging number did find versions of *le olvidan* or *olvidarán*.

As in **Tarea 3**, candidates showed a wide range of language skill and lack thereof. There were considerable problems with verb endings, both tense and person.

In **Tarea 6**, all but a small minority found enough textual points for their work to be marked out of 5 under the Range category. The standard of language use, as always in this exercise, varied widely. Problems were: confusion between *mucho*, *más* and *demasiado*; attempts to use the conditional tense to mean “ought to do” or “could do”; confusion between *pedir* and *preguntar*; use of *buscar* instead of *encontrar* (*creían que habían buscado petróleo pero no buscaron nada*); *ser* and *estar*; *Dio* for *Dios*. Many did not know *rezar* but this would not have been a problem if they had been able to use *pedir* more efficiently. *Gustar* continues to pose problems (*los indígenas no gustan las empresas*). *Oeste* was frequently spelt French style, (*oueste*); indeed the influence of French was widespread.

In conclusion, able candidates should aim to study about such details as use of accents and double letters; and weaker candidates study basic vocabulary such as *pedir/preguntar* and *le gusta(n)*. On the whole, however, standards of comprehension were high, language was comprehensible and there were none of the scores under 30 which have sometimes been seen in past examinations.

2676: Spanish: Culture & Society (Written Examination)

General Comments

The entry for this last January sitting of the paper was again very small.

Topics covered by candidates' answers were Cinema, Health (tobacco) and prescribed literary texts by Allende, S nder and Garc a Lorca. A certain number of candidates chose the more general questions from Section B to apply to the literary texts.

Performance varied considerably. The best essays answered the question set, rather than a question from a previous paper and they were relevant to the question rather than wide ranging; they contained specific and accurate information rather than generalisations, inaccurate quotations and factually incorrect assertions or quotations. Stronger essays were characterised by a good structure with clear paragraphing, frequently accompanied by evidence of planning.

Issues in the area of language were varied, but include the most obvious areas that candidates might seek to address: agreement of adjectives, correct formation of the passive and ways of avoiding the passive, appropriate and accurate vocabulary for the topic studied and the appropriate use of pre-learned phrases.

SPANISH 2677 CULTURE AND SOCIETY – COURSEWORK

Although the entry this Session was small, the pieces of Coursework seen were a fairly typical reflection of the full entry in the Summer.

Candidates chose a variety of themes and topics ranging from literary analysis to current issues. There was evidence of research in all pieces but in a number of cases the candidate was not able to make full use of background reading and knowledge because the title was badly worded or too general. Comments made in previous reports continue to be valid in that candidates are strongly advised to find a specific focus for the work and usually it is better to present the title as a question. This helps to structure the argument as an answer or challenge to the question posed.

All pieces were accompanied by a bibliography, as required. The use of web-sites was widespread and is acceptable provided full addresses are given. There is a gradual improvement in this aspect. Some bibliographies did not seem to be complete as material presented in the essay was not sourced. It is essential to submit a full list of sources.

Moderators were pleased to note that all word counts were accurate but nearly one third of essays were over length. Candidates must be reminded that the maximum length is not negotiable and Moderators will discount excess material. Consequently, in one case a candidate lost most of the conclusion.

Plans continue to be a concern. Planning is a crucial element in the process as it is the only opportunity for candidates to discuss their proposal and have it corrected by a member of staff. Candidates may not exceed the length (one side of A4) or ignore the format (note form) and are advised to present it all in Spanish. One Centre did not submit plans at all.

Moderators were grateful to Centres for correct administration and adherence to the deadline for submission.

Advanced Subsidiary GCE Spanish 3863

January 2005 Assessment Session

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2671/01	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2671/02	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2671/03	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2672	Raw	80	67	59	51	43	36	0
	UMS	120	96	84	72	60	48	0
2673	Raw	60	45	40	36	32	28	0
	UMS	90	72	63	54	45	36	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3863 (Agg Code)	300	240	210	180	150	120	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3863 (Agg Code)	32.6	60.6	75.0	91.7	98.5	100.0	132

Advanced GCE Spanish 7863
January 2005 Assessment Session

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2674/01	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
2675	Raw	80	64	58	53	48	43	0
	UMS	120	96	84	72	60	48	0
2676	Raw	60	46	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2677	Raw	60	50	45	40	35	30	0
	UMS	90	72	63	54	45	36	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
7863 (Agg Code)	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
7863 (Agg Code)	33.3	66.7	93.3	100.0	100.0	100.0	15

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

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Facsimile: 01223 552553

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