

Combined Mark Schemes And Report on the Units

June 2005

3863/7863/MS/R/05

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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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

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AS GCE/Advanced GCE SPANISH – 3863/7863

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Mark Scheme 2671/01/02/03
June 2005

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.

**Mark Scheme 2672
June 2005**

UNIT 2, Listening, Reading and Writing.

The following general principles apply to the marking of Unit 2 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 2C** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids. In the English exercise spelling, punctuation and grammar should be assessed under grid 2B.
- 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 2
 - 7.1 If some of the verbal questions have been omitted, Quality of Language (grid 2A) should be assessed as normal and then the resulting mark will be reduced pro rata (see additional grid in mark scheme).
 - 7.2 Incorrect answers in the target language: assess the language element provided that the candidate has attempted a response to the question.
 - 7.3 Totally irrelevant, or pre-learnt all-purpose answers should score no marks.
 - 7.4 Answers in English, other than in Unit 2, Section 2B, should score no marks.
 - 7.5 The use of the familiar pronoun in the Writing task should be regarded as a "serious error" in the language criteria
 - 7.6 Transfer of meaning exercise: if a candidate has only attempted part of the translation, assess as follows:
 - if they have attempted 50%+ of the translation, assess the 2B mark as normal and do not adjust
 - if they have attempted 25-50%, maximum 2B mark = 3
 - if they have attempted less than 25%, maximum 2B mark = 2
 - 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension. $\frac{1}{2}$ marks to be allowed in comprehension questions (to be rounded up at the end of the **paper**).
 - 7.8 Fluency of style and appropriateness of vocabulary should be ignored under grid 2B but will be discussed under the details of the comprehension points.

- 7.9 Transfer of meaning into the target language (grid 2C): For each point not attempted, deduct $\frac{1}{2}$, **after** arriving at the overall language mark.
- 7.10 Vocabulary should be considered under 'structure'.
- 7.11 Do not penalise candidates who write more than 100 words.
- 7.12 Inappropriate register should be reflected in the language mark.

Symbols Unit 2

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

- 1 Tick each point for which a whole mark is awarded. Write $\frac{1}{2}$ for a half-mark.
- 2 Draw a single line **under** any incorrect answer for which no marks are awarded (or, as appropriate, mark it with a cross). Write a zero to indicate no marks.
- 3 Draw a double line under any language errors [in parts of the examination where language is to be marked].
- 4 Indicate omitted information by a caret sign (λ).
- 5 Indicate superfluous information or clumsiness in language by a wavy line.
- 6 In translation exercises, indicate the end of each sub-section by the symbol // .
- 7 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 8 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**. Allow any half-marks to stand.

* Left-handed markers may use the lefthand margin.
- 9 At the end of each exercise total the marks awarded, **and ring this figure**. Allow any half marks to stand.

Arriving at the final mark

Transfer the ringed totals for each exercise to the boxes on the front cover. Total these marks, rounding up any remaining half mark, and write the final total in the box on the front cover. On the OMR marksheet enter **the final total only**.

Sección 1A

Tarea 1 [5 marks] Un anuncio para el Gimnasio "Body"

1)	3
2)	
3)	3
4)	
5)	3
6)	
7)	3
8)	
9)	
10)	3

Tarea 2 [7 puntos] Tiempo caluroso en España

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

Tarea 3 [8 puntos] El nuevo museo Picasso de Málaga

- 1) A
- 2) C
- 3) B
- 4) C
- 5) B
- 6) B
- 7) C
- 8) C

Tarea 4 [10 marks]

- 1) Q
- 2) I
- 3) S
- 4) G
- 5) R
- 6) K
- 7) M
- 8) O
- 9) P
- 10) F

Tarea 5

[15 puntos + 5 puntos por calidad de lenguaje]

1) 1 mark

A mediados de marzo	a finales de marzo	a principios de mayo
		✓

2) 1 mark

1 Una promoción de verano.

3) 1 mark

1 Falta de dinero.

4) 1 marks

1 Bajaron las ventas de Bodegas Lacunza

OR

1 Bajaron las ventas en Inglaterra

5) 2 marks

1 El mercado inglés ofrece

1 buenas perspectivas a largo plazo. (depends on previous mark)

6) 2 marks

1 Hay que concentrar el márketing

1 en el Reino Unido. (depends on previous mark)

7) 2 marks

1 las líneas generales de la campaña de publicidad (must be mentioned).

1 su duración

8) 1 mark

diciembre	enero	febrero
✓		

9) 1 mark

el quince del mes	en cinco semanas	en dos semanas
		✓

10) 3 marks

1 llamarle

1 con cualquier comentario

1 o sugerencia adicional

Sección 2B**Tarea 6 - Ejercicio de lectura**

[15 marks+ 5 marks for quality of English]

- 1)** Nos gustaría incrementar las ventas de nuestros vinos de calidad,
We would like to increase sales of our quality wines
- 2)** tanto los blancos como los tintos.
both whites and reds.
- 3)** Sin embargo, las últimas encuestas que hicimos entre el público
However, the most recent public surveys we have done
- 4)** indican que la demanda del tinto en el Reino Unido va subiendo,
show demand for red wine is rising in the United Kingdom,
- 5)** sobre todo en el sur del país.
especially in the south.
- 6)** También hay que tener en cuenta
We also have to take into account
- 7)** que siempre se vende más tinto en el invierno.
That more red wine is always sold in winter.
- 8)** Por eso yo opino que en la promoción
For that reason I think that in the promotion
- 9)** se debe enfocar nuestra gama de tintos, concentrándose en Londres.
we should focus on our range of reds, especially in London.
- 10)** Utilizaremos por supuesto publicidad de prensa,
We will of course use press adverts,
- 11)** apoyado por un número limitado de anuncios televisivos.
supported by a limited number of TV adverts.
- 12)** Me ha ocurrido también que sería provechoso
It has also occurred to me that it would be a good idea
- 13)** montar degustaciones en los grandes almacenes de Londres.
to set up tastings in the big London stores.
- 14)** Es para esto que necesito sus consejos de Vd,
For that I need your advice
- 15)** y sus contactos personales con los varios directores de ventas.
and personal contacts with sales directors.

Tarea 7

[10 marks]

Thank you for the good news:

I am very glad about the new promotion.

I agree with your (Managing) Director's comments about the future of the English market.

However, I think we should not limit the campaign to London.

I also think that it will be possible to increase sales in the North.

I will explain my ideas to you when you visit us in July/ during your visit in July.

Transcript

Tarea 1

Gimnasio "Body" – Prepara tu cuerpo para salir de veraneo. En nuestra Quincena Grande, del uno al quince de julio, podrás conseguir cuatro billetes anuales al precio de tres, y otros a precio reducido. Otra vez más, Gimnasio Body te sorprende con sus grandes ofertas! Además, todos los sábados durante julio y agosto, habrá exhibiciones especiales. Gimnasio Body, Benalmádena.

Tarea 2

El calor que afecta a casi toda la península va a continuar, según las previsiones, al menos durante una semana, y las altísimas temperaturas se van a extender a las zonas costeras. El calor ya se ha cobrado 33 víctimas mortales en el país, la mayoría de ellas en Andalucía. En los centros hospitalarios de la región se ha atendido a casi mil quinientas personas con patologías asociadas a las altas temperaturas, aunque sólo un porcentaje muy pequeño ha sido de gravedad.

Tarea 3

Las obras de Picasso llegan por fin a Málaga y hoy se esperan veinte más. Con ellas se da por trasladada la totalidad de la exposición permanente del futuro Museo Picasso, cuya principal atracción serán las doscientas cuatro piezas donadas por Christine y Bernard Picasso de sus colecciones personales. Las veinte que llegan hoy han estado expuestas al público en Barcelona, y el traslado a Málaga se está rodeando de unas fuertes medidas de seguridad. *Rosario Torres, delegada de Cultura del Gobierno de Andalucía*. "En cuanto a la seguridad, tenemos todo lo que es necesario, digo, no sólo en cuanto a la seguridad policial, sino también con respecto a la conservación de unas obras tan importantes." El Museo Picasso estará localizado en el nuevamente reformado Palacio de Buenavista y se prevé su inauguración para el 27 de octubre.

Tarea 5

Hola,. aquí Joaquín Pérez. Vd se acordará que en su visita del 12 de marzo, comentamos la idea de una promoción especial de verano, que por falta de dinero no pudimos hacer. Pues, como consecuencia nuestras ventas en Inglaterra han bajado, pero el nuevo director opina que el mercado inglés ofrece buenas perspectivas a largo plazo y ha decidido que en el año 2006 debemos concentrar nuestro esfuerzo de marketing en el Reino Unido. Por eso me gustaría consultar con Vd sobre las líneas generales y la duración de la campaña de publicidad. Hace falta prisa, ya que esta campaña deberá empezar en la época de Navidad. Estaré en Londres dentro de quince días, pero mando ahora mis ideas sobre el programa de marketing. Por favor, llámeme con cualquier comentario o sugerencia adicional. Bueno, hablaremos pronto. Adiós.

Grid 2A: Listening

5 marks

0-1	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.
2	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.
3	<i>Adequate</i>	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	<i>Good</i>	Accuracy generally quite consistent, but there may be errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.
5	<i>Very Good</i>	High and consistent level of accuracy. Only minor slips. Confident use of a range of structures. Virtually no problems in transcriptions from the spoken word.

Grid 2B: Quality of written English**5 marks**

0-1	<i>Very Poor</i>	Major and persistent errors in grammar, punctuation and spelling.
2	<i>Poor</i>	Frequent serious errors in grammar, punctuation and spelling.
3	<i>Adequate</i>	Still a number of errors in grammar, punctuation and spelling, some of them serious.
4	<i>Good</i>	Very accurate with only a few minor errors in grammar, punctuation and spelling.
5	<i>Very Good</i>	Excellent, almost faultless grammar, punctuation and spelling.

Grid 2C: Writing

10 marks

0-2	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.
3-4	<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. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.
5-6	<i>Adequate</i>	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	<i>Good</i>	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	<i>Very Good</i>	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.

**Mark Scheme 2673
June 2005**

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+	10

Points to include:

children spend three and half hours in front of TV *(or any reference/allusion to 'too much time')*

TV only product that makes children sit passively *(notion of 'inactivity' needed)*

TV takes time from reading + leisure/enjoyment (sport) *('reading' + 1 other needed)*

TV takes time from interaction with others *(could be parents, family, friends)*

TV rules children's lives

they eat at wrong times and lose sleep *(both needed)*

children see a huge number of ads

manufacturers invest fortune *(reject 'spend', unless 'future gains' mentioned)*

for children what's not on TV doesn't exist

future consumers will have very similar tastes

TV set given pride of place in home

children become immune to traumatic acts *(accept 'not frightened by murders etc' or 'consider violence normal/acceptable' reject 'consider violence good')*

progs show violence as means to an end *(or 'cartoons justify violence')*

cartoons never show negotiations to resolve problems

Points containing more than 5 consecutive words from the text will only be credited to bring the candidate up to a maximum score of 3.

Response – as per grid in specification **10**

Might include:

educational

calming

takes pressure from parents

entertainment

develops imagination

etc.

*Credit personalized opinions if they cover positive aspects of TV***30 puntos**

Mark Scheme

Tarea 1

- b) 9
- c) 5
- d) 3
- e) 2
- f) 6
- g) 8
- h) 4

7 @ 1 each = 7 puntos

Tarea 2

- a) 8
- b) 14
- c) 4
- d) 12
- e) 11
- f) 7
- g) 3
- h) 2

8 @ 1 each = 8 puntos

Tarea 4

1. cómo
2. Cada
3. al
4. se sienta
5. gusta
6. nuestros
7. Hay
8. lo
9. encendida
10. se
11. hables
12. su
13. al
14. por
15. creado

**Mark Scheme 2674/01/03
June 2005**

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 IF: 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.

**Mark Scheme 2675
June 2005**

Listening, Reading and Writing 2

JUNE 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**.

			Reject
Tarea 1			
1 mark for each correct point, as shown:			
(a)	1	de lunes a viernes	
	1	de 7 a 8 de la tarde	
(b)	1	excursiones rurales	La mentable
	1	la condición lamentable de partes del paisaje /denuncias	De nuncia
(c)	1	lo importante es el trabajo/juzgarle por el trabajo	Jugar
	1	los premios a veces se dan a los amigos del gobierno	
(d)	1	siempre vivía en las afueras /vivió/vive	Quería vivir (fut/ cond) en el campo
(e)(i)	1	lo veía desde (el balcón de) su casa (accept if in (d)	
(ii)	1	era plácido	hermoso/impre- sionante
(f)(i)	1	es menos apreciada/bonita (etc) que la montaña, la mar	words that run to- gether
	1	la gente la desprecia/no la aprecia	
(ii)	any 2 of		
	1	hay liebres (accept llebres)	libres
	1	águilas, (accept ágilas)	
	1	aves (de todos tipos) (a)vecillas/pájaros	
(g)	1	heredó de él su amor a la naturaleza (inspiración/influencia/ ejemplo)	heredase
	1	el abuelo amaba la naruraleza/ el abuelo fue naturalista / cazador (give credit for either)	fue naturaleza cathador/cacador
(h)	any 2 of:		
	1	sus programas <u>de radio</u>	
	1	le influenciaron / le dieron/comunicaron el amor / la comprensión de la naturaleza	
	1	fue la tercera / otra inspiración de Carlos	
(i)	1	bosque(s); <u>riberas de ríos</u> ; llano(s) (any 2) (accept yano/riviera)	
(j)(i)	1	(una red de) espacios (naturales) protegidos (en Europa)	
(ii)	1	el 30% de estos espacios se encuentra en España. (estará)	Past tense

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.

Transcript of listening passage for Tarea 1

Announcer: **Los momentos de la naturaleza. Un programa presentado por Julia Gustamán.**

Julia: *Un programa que saldrá de lunes a viernes, a partir de hoy, entre siete y ocho de la tarde, y que todos los viernes de la temporada será presentado por el prestigioso naturalista español, Carlos De Prada, que se va a asomar al programa para proponer excursiones rurales, y también para denunciar la situación lamentable de muchos de nuestros paisajes.*

Los Momentos de la Naturaleza con Carlos De Prada. Carlos De Prada, muy buenas tardes. Bienvenido. Muchas gracias por aceptar nuestra invitación a acompañarnos los viernes.

Carlos: Buenas tardes. Es un honor.

Julia: *Muy bien. Carlos de Prada, has ganado varios premios, hay que decirlo, incluso el Nobel de la Ecología.*

Carlos: Bueno, el premio no tiene importancia en sí, yo creo que la gente tiene que juzgarme únicamente por el trabajo. Además, los premios se dan a veces por ser amigo de algún gobierno determinado, o sea que yo creo que los premios, aunque siempre está bien recibirlos, son mucho menos importantes que el trabajo que hace uno.

Julia: *Quisiéramos que nos hables primero, Carlos, de cómo y por qué tomaste conciencia de tu gran amor por la naturaleza y de que ésta iba a formar parte de tu vida, hasta ese punto que llegó a ser tu profesión.*

Carlos: Yo creo que inconscientemente desde un primer momento, porque aunque yo por ejemplo nací en una ciudad, en Badajoz, siempre tuve suerte de vivir en las afueras, ¿no? Entonces, en Badajoz por ejemplo, las vistas que tenía yo de niño desde mi balcón, del plácido río Guadiana. Luego posteriormente cuando me trasladaron a las cercanías de Madrid, tenía ya delante de la ventana la meseta, sin casas delante. Y la meseta castellana, pues normalmente la gente desprecia un poco la meseta, la encuentra menos bonita que las montañas nevadas o la mar pero hay que decirlo, también es impresionante. Yo por ejemplo veía en aquella meseta liebres, águilas y todo tipo deavecillas. Y probablemente también el amor a la naturaleza yo lo heredé de mi abuelo, que fue cazador y naturalista. Y la tercera inspiración para mí, pues fueron los programas de radio de Félix Rodríguez de la Fuente, en los cuales comunicaba la comprensión y el amor de la naturaleza.

Julia: *Qué bonito. Muchísimas gracias Carlos por habernos contado esto. Pues en estas colaboraciones tuyas programaremos excursiones bonitas por los caminos, por las rutas tan bellas en medio de la naturaleza, disfrutando de un bosque, de un llano, de, de, en fin, de una ribera del río, en fin, vas a mandar un poquito en todo esto.*

Carlos: Sí, para empezar, lo que digo yo es que España es un paraíso y no nos damos cuenta. Por ejemplo ahora se está hablando de proteger Europa y de crear como una red de espacios protegidos, la Red Natura 2000, y el 30% de toda la superficie de esta Red Natura 2000 estará dentro de las fronteras españolas.

Julia: *¡Qué bonito!*

Tarea 2

1 mark for each correct point, as shown:

			Reject
(a)	1	you can fight with bulls	
	1	from / without leaving your sofa / armchair / from your own sitting room	
(b)	1	<u>first</u> (video/PC) game (in the world)	Stimulate
	1	which simulates a bullfight	
(c)	1	called José Troyano, <u>nicknamed</u> <i>el Tati</i>	Otherwise known as
		“nicknamed” necessary for point	
(d)	1	a passionate bullfighter/keen/fond of bullfighting	Skilled/aficionado
	1	since his childhood	
(e)	1	after much determination / with tenacity / will(power)	
		(allow if in (d))	
	1	magnificent triumph	
	1	in the famous Madrid stadium / bullring / <i>Las Ventas</i>	madrileño / square stadium in Las Ventas
(f)	1	(new) game presented in Madrid (for the first time)	brought/came to/screened
		(some idea of first or new needed)	
(g)	1	a real (young expert) bullfighter (accept ‘maestro’/matador/torero)	teacher
	1	who has supported the project	
	1	and whose image is used on the screen / who has allowed his image to be used / face of the project/ lent his image.	imagination

Tarea 3

- (a) El jugador tiene la impresión de ver imágenes en tres dimensiones. ✓
- (b) Los profesionales opinan que el videojuego es muy verosímil. ✓
- (c) Se ha consultado a otros creadores de videojuegos y a toreros.
- (d) Los creadores han hablado a personas que describen las corridas en la prensa. ✓
- (e) Los expertos en las corridas de toros creen que los que juegan entenderán más sobre este arte después de jugar. ✓
- (f) Hay una cantidad sorprendente de violencia y sangre.
- (g) El torero es atropellado por el toro. ✓
- (h) Si el torero cae al suelo, el jugador ha perdido esta partida completa y debe volver a empezar desde el inicio.
- (i) El torero siempre consigue dominar al toro cinco veces en cada partida.
- (j) Imanol Ibarondo es el inventor del juego.
- (k) El periodista preguntó si este videojuego podría ofender a cierta gente. ✓
- (l) Imanol Ibarondo no quiere ofender a los que se oponen a las corridas de toros ✓
- (m) La compañía presenta escenas de las más dramáticas posibles.
- (n) La compañía piensa que hay un riesgo financiero si no se pone el juego en el mercado en seguida.
- (o) A unos de los usuarios les hubiera gustado encontrar situaciones más dramáticas en el juego. ✓
- (p) El jugador puede “ser” el toro en lugar de tomar el papel del torero.

Tarea 4			Reject
6 marks, 1 for each correct point, as follows			
(a)	1 1	(el jugador) no ve (jamás) / no se ve / no se muestra dolor (innecesario) (de parte) del toro	Ayudar
(b)	1 1	la persona que juega/el jugador/uno/una persona puede escoger (si lo ve o no lo ve) elige/escoge	
(c)	1 1	por esta razón no se aconseja (permite) que jueguen los que tienen menos de 18 años	18 o menos
Tarea 5			
12 marks, one for each correct point, as shown			
(a)	1	les gusta a Imanol Ibarondo y sus colegas / a la compañía / no permite comprar/jugar a los menores/ menos de 18 años / no está de acuerdo con la de Gamepro	Normal / habitual
(b)	1 1	vistoso / bonito de / (que es la corrida) la escena / los vestidos / la atmósfera	
(c)	1 1	apareciesen / se representasen (en un programa) para ordenadores <u>en casa</u> / pantalla / pc (en casa not needed with pc)	
(d)	1 1	el equipo empezó a trabajar en este videojuego	
(e)	1 1	los movimientos del torero las acciones/actuación pareciesen verosímiles/realidad/reales	
(f)	1 1	del (tipo de) toro / bestia y la plaza de toros / el sitio donde tiene lugar	
(g)	1	<u>podrá</u> (puede/podría) comprar/obtener el juego / jugar	past

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.

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.

- (a)(i) alumnos entusiastas/
pocos alumnos en la clase
aprendiendo matemáticas
profesor escribiendo en la pizarra
los alumnos llevan pañuelos rojos
el profesor tiene 16 años
después de la lección, un profesor experimentado le da consejos
- (ii) clases demasiado grandes
no había bastantes profesores
presiones económicas – salarios bajos
no había dinero para equipo
...
ninguna clase de más de 20
profesores de 16 a 18 años
que continúan con sus propios estudios
y reciben consejos
y un pequeño sueldo
30 000 profesores más
nuevos edificios
- (iii) más alto que en todo el resto de Latinoamérica
en cantidad
y en calidad
en 1961, eliminaron el analfabetismo
utilizando voluntarios
entre ellos, alumnos de colegio y de universidad
con resultados espectaculares
- (b) Candidate’s own opinion on what 16 to 18 year-old pupils can contribute to the teaching of younger ones

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.

**Mark Scheme 2676
June 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.

Report on the Units June 2005

2671: Spanish Speaking

General Comments

There were no significant changes to the format of this summer's examination and this was reflected in the general range of competence shown by the candidates and by centres' increasing familiarity in how to conduct tests appropriately.

A few administrative matters need to be repeated. Centres conducting their own tests should send labelled cassettes, individual candidate mark sheets duly headed (marks entered only if option B for moderation), AND the candidate topic forms – some centres regularly omit these, causing delay to the marking/moderating process while these are being chased up. A few centres did not send their tapes until well after the final date.

Correct timings were generally observed, though there were some notable exceptions – a twelve-minute role play and a nine-minute presentation being an extreme example. Those centres which use an accurate timer can greatly help their candidates and marking examiners and moderators are usually greatly reassured by the tell-tale peep of the timer being set by the teacher.

Comments on Individual Questions

Part 1 The three role plays worked well for the majority of candidates and discriminated well across the ability range. The nature of the stimulus passages and the range of opportunities offered in the situations allowed for adequate differentiation by outcome according to the preparedness of a candidate to enter the spirit of the role play and to give relevant information and show suitable initiative where appropriate.

Given their differing superficial contexts, all three role plays made similar demands: the candidate is the seller of the information or product and the examiner is the client. Centres are reminded that this part of the test is not intended merely as some kind of a comprehension test; neither should the test be conducted as a question-and-answer interrogation. There is an essential interaction between grids 1A and 1B of the mark scheme: for the highest marks, candidates have to make use of the stimulus material not only to cover key points with relevant supporting detail but also to respond fully, showing initiative and imagination. A candidate who gives full but unstructured or not relevantly targeted information in response to the client's needs and requests is not making good use of the stimulus passage. Similarly, if the examiner and candidate are content to treat the exercise as Q/A session, the candidate does not show the essential initiative or control of the exchange for the highest mark for response to examiner.

The examiners report, however, that a pleasing number of centres conducting their own tests made a commendable attempt to promote a lively exchange. For example, examiners would show some doubt or hesitation in response to a point made by the candidate, who then had the opportunity to persuade: don't worry...., – yes, but., because...., and so on, and use the stimulus information to address the specific needs or misgivings of the client.

It is important to keep the pace moving – there are only five minutes allocated for this part of the test. A few centres went significantly over this time and their candidates did not have access to the full range of marks as a result. A very small number of teacher examiners lost sight of the ball by hammering away at a specific point to no avail, where it would have been more appropriate – and a better use of time available – to come at the problem from another angle.

Language is assessed by reference to grid 1C. Main weaknesses remained essentially points of basic grammar, structure and vocabulary.

- 1) (a) Role play A was set in a Citizens' Advice Bureau and the candidate had to explain the rules on child employment. Most candidates responded readily to the type of work permitted (though see comments on language, below) and the age groups affected. Areas sometimes missed were the differences between hours permitted in term time, and the need to consult the school.

Few candidates had problems with language to express more involved ideas and, indeed, many responded well to the more open or abstract higher-level questions. Surprisingly (?) there were some dodgy moments with basic numbers – more than a sprinkling of *diecicinco*s for *quince*. The most unexpected slip – which affected candidates across the range – was confusion of *hora* and *año* – any number of candidates had to be quizzed by their examiner about the ability to work up to *doce años* per week! 'Delivering milk' was rendered in different ways – one valiant attempt being *los niños no pueden dar la leche a los adultos*. 'Telephone sales' was not always clear – most managed to convey the general idea: *vender teléfonos* could have been the result of misunderstanding 'telephone sales' in the text; *vendar teléfonos*, however, was purely linguistic.

- 1) (b) Role play B extolled the virtues of coach travel. Information on the facilities on board was generally expressed adequately, as were the ways of travelling more economically by either booking in advance or buying a card. Few candidates were caught out by how to contact the company or buy tickets. Discriminators in information included the company's policy on refunds or cancellations and the cost of changing or cancelling a ticket.

Linguistic hurdles again were essentially fairly basic: *los coches no fuman* ('all coaches are non-smoking'), confusion with *bolsa/bolso* (including among some teachers), and the old favourites *libras/libros/libres* ('pounds') and the numbers.

- 1) (c) Role play C was another visit to a place of interest – this time to the Museum of Welsh Life. Details of what to see and do were fairly readily conveyed and most candidates coped with how to get to the site, though the actual options were not always clearly given. One of the aspects not always adequately addressed was the relative who sometimes needed a wheelchair. A number of candidates did not make the point that the museum was essentially an open-air attraction and explain how it differed from other museums.

There were few linguistic problems, though some struggled with *junction 31* – *junción* being a frequent coining.

Part 2 Topic Presentation

As ever, some presentations were well planned, sound and delivered in a lively manner, with clear pointers for discussion, whilst others relied on rote-learned material, stiltedly delivered and lacking in conviction. Recurrent topics included bullfighting, *dieta mediterránea*, art (usually Picasso or Dalí – though an increasing number of Frida Kahlo), and a few (usually inadequate) of the *mi viaje a N* type, more akin to a GCSE approach. We repeat the requirement that GCE candidates must meet Assessment Object 4 of the Specification and show not just knowledge of a Hispanic topic in isolation, but – for the highest grades – to show some awareness of the cultural context in which the topic sits.

Discussion

The quality of the topic discussions was variable. Some really good teacher examiners provoked a discussion, covering and going beyond the Topic form. They supported but challenged the candidate, listened to what the candidate actually had to say and questioned on what they heard and broke into pre-learned material to create moments of spontaneity. Unfortunately rather too many allowed long speeches, with some flagrant trigger questions. One approach used by several centres was to ask questions based on the Topic headings (which were on occasion in the form of a question) and then sit back while the candidate regurgitated his/her material. In these centres, those were sometimes the only questions asked in the whole discussion. Although some credit resulted for apparent fluency, candidates who were permitted to deliver over-rehearsed monologues could not score highly for spontaneity. It is in all candidates' interests to be put on the spot and to be given the opportunity to show how well they can cope with the relevant yet unexpected question relating to their topic.

2672: Spanish Listening, Reading and Writing 1

Although harder than that of June 2004, this paper seems to have been generally accessible to candidates, and perhaps slightly less demanding than those of 2002 and 2003. Centres are obviously preparing candidates thoroughly for a Module whose tightly-packed format and frequent changes of activity, skill and testing style can easily unsettle the inexperienced. However, there are still aspects of technique and linguistic micro-skills through which some candidates could improve their performance, especially in relation to **Section 2**, and these will be commented on in due course.

Section 1a

It is always hard to achieve a perfect gradient of difficulty in the first three tasks, and on this occasion again there were more candidates who had problems with **Task 1** than was anticipated. It may be that the natural desire to move on into the paper leads to this first part being handled with a little less care. The most common error was to tick (g) incorrectly, and miss out on (i).

Task 2 was a demanding question style, on a text in which meaning was closely packed. Practice is necessary in preparation, as much of this question style as of this whole intensive listening section; the performance of candidates suggests that the numerous past papers now extant have been extensively used in Centres. However, even some of the strongest were led astray by (d), and (c) and (e) caused problems – as the (?) items tend to do – among the less able.

Task 3 was a comparatively accessible report, but the content of the multiple-choice questions was quite demanding, and the task discriminated well among candidates, closely reflecting the overall response to the paper. The main problems of candidates were with (a), (b) and (h).

Section 1b

Task 4

The reading comprehension task is often found demanding by many candidates: it requires concentration and intensive reading skills, in a very time-limited situation. This text, though more difficult than that of June 2004, was a comparatively accessible article with a clear progression; in addition, candidates have clearly had practice in handling this demanding test type, and all except the weakest were able to score half marks or more.

Candidates tended to have difficulty with the first and last questions; in the latter case, the phrasing of the correct answer was rather unexpected. Qus (b) and (d) also caused problems for the unwary. The second half generally produced better scores than the first, and (g) was particularly challenging: a common error here was to answer B.

Section 2a

Task 5 was closely equivalent to previous tasks of this type, and seems to have been accessible to all candidates. The questions were closely focussed, and there were fewer cases of candidates who transcribed long sections, often in response to the wrong question. One weakness in many was the writing of incomplete answers - eg, in (e) *buenas perspectivas* without *a largo plazo*. (f) puzzled many - *esfuerzo* in particular did not seem familiar and guesses at it were weird and wonderful.

In (g), *campaña* frequently caused problems, being confused with *compañía* or spelt English fashion *campagna* or *campaigna*. The one-size-fits-all letter half way between a and o was widely used (and just as widely assumed to be incorrect and rejected).

In (j) large numbers of candidates transcribed what Sr. Pérez said about his own actions instead of, or as well as, what he was asking Ms Passmore to do.

Language was not very strong; very few candidates managed correct language in (j). Changing pronouns seems to cause particular difficulty (eg, *llámeme* becomes *llámese*, *llámase* or *llámame*); some able candidates, however, transposed pleasingly to *quiere que le llame*. *Sugerencias adicionales* also gave rise to problems.

Section 2b

Task 6

This was not an excessively demanding task in terms of language, but it differentiated considerably between candidates. The factors that made the difference, as on previous occasions, were the ability of candidates to understand the situation, use information – and, at times, language – from the overall scenario, and above all, to infer the meaning of unfamiliar words from context. This was apparent at several levels: many could translate “blanco” correctly in relation to “vinos”, but rendered “tinto” as “tinted”. Others, even in the context of “Wholesale Spanish Wines”, could not guess “ventas”. The ability to infer seems to be very fickle: many could (presumably) guess “provechoso”, but could not imagine what “degustaciones” might be in relation to wine. The clearest example of a candidate who did not grasp the purpose and context of the communication was the one who translated “consejos de Vd” as “rabbits with VD”.

Another related pitfall for some candidates was the tendency to translate carelessly without thinking about the context and the theme under discussion: thus, in paragraph 2, some candidates correctly translated “publicidad”, but then went on to mention “televised announcements”. As much leeway as possible allowed in terms of synonyms, but words of a different usual meaning are not acceptable. This tendency extended to translations such as “supermarkets” for “grandes almacenes”: there is a difference of concept, which translators need to respect if they are to gain full marks for the section. Candidates are under considerable time pressure in this Unit, and there were numerous examples of hurried translations: some were “decreasing” for “subiendo”, “United States” for “Reino Unido”, and “better quality of red wines in summer” for “mayores cantidades de tinto en el invierno”. Most surprising was the failure of many candidates to recognise or infer the meaning of the written form of “Vd”.

Connecting words and phrases were also an area where some strong candidates lost marks unnecessarily. This text contained a variety of such expressions: “Sin embargo, sobre todo, también, Por eso, por supuesto, Es para esto que..”. Candidates who ignored them could not be considered to be communicating the sense of the text.

It cannot be too strongly emphasised that candidates should consider tasks 5, 6 and 7 as an interdependent whole, be aware of the narrative that is constituted by the three successive communications, and make inferences accordingly.

Section 2c

Task 7

This may have looked a little easier than it actually was. Nevertheless it was accessible to weaker candidates, and, as has happened before, those candidates who approached it in a careful and disciplined way, concentrating on meaning and paraphrasing to avoid difficulty, tended to score quite well regardless of their probable linguistic ceiling. This is a task of transfer of meaning: thus, where candidates ignore, fail to translate or mistranslate part of the fairly simple memo, they can expect to lose marks.

On this occasion there were pitfalls for those who had pre-learned chunks: those who began with a pre-learned “thank you for your letter”, failing to mention “good news”, did not communicate meaning correctly. It was also sad to see many candidates struggling to translate phrases such as “increase sales” which were available for re-use in other Tasks of the Section.

In the area of language, there is still a lot of confusion about the correct and appropriate use of “usted” – which is the minimum, irreducible requirement of formality in this section. Accents were frequently the cause of lower marks, although spelling seemed a little better than in previous years. It was encouraging to see more attempted subjunctives this year and an apparently greater awareness of tense and aspect, although the correct use of pronouns continued to be a *pons asinorum* for very many candidates. The use of pronouns, indeed, appears to be a reliable indicator of quality overall on this Unit. Another surprising difficulty was that of how to convey the modal verb “should”. The use of business and formal register was slightly more widespread than in previous years, although there was a lot of confusion over how to use “agradecer” and “acuerdo”.. Many used the latter as a verb, half-conveying a different meaning from that intended. On a minor point, the incorrect use of capital letters (“inglés, julio”) was very frequent.

Lastly, some candidates were over-elaborate in their approach, adding extraneous language to the basic instructions. This often led them to make more errors, and sometimes blurred the focus of the communication of the original point. Candidates should be aware of the need for a fine balance of adventurousness, careful paraphrasing and a conservative pursuit of accuracy in this Section.

2673: Spanish Reading and Writing

General Comments

There was ample evidence this year that most centres are preparing their candidates well for this examination. There were fewer candidates incapable of scoring at least one third of the available marks. Most candidates scored well on Tasks 1,2 and 4 but, as ever, access to the higher grades was controlled by the ability to show comprehension and response in Task 3. The importance of reading the rubric cannot be emphasised too highly. Time management did not appear to be a problem, although there were a few candidates who, probably as an oversight, failed to select an answer to a multiple choice question.

Comments on individual questions

Tarea 1

This was generally answered well, with scores of 7 or 6 not at all uncommon. The pattern of error was fairly random, although (c), (d) and (h) seemed to crop up more than others. Many candidates were determined to use question 7, (perhaps because it included the word 'competición'), which was not one of the required answers.

Tarea 2

A few more difficulties were apparent here. The question required students to do a lot of ferreting about among the data and really use their comprehension skills. Answers to (d) and (e) were most commonly wrong. (Many considered 541 euros a year to be the earnings of a typical Madrid hairdresser!)

Tarea 3

As it carries half the total marks for the paper, it is essential that candidates perform well on this question. It was apparent that many centres were well aware of the requirements and had taught their candidates to write accurately, pick out the main points of the stimulus text and give thoughtful and often imaginative responses.

Sadly there were still some centres that appeared to be unaware of the above techniques. There is no penalty for failing to adhere to the recommended 200 word count. If a candidate still has something worthwhile to say they should go on and say it, (always bearing in mind that the mark given for quality of language usually declines in direct proportion to the amount written.) The two pages allowed in the answer booklet should be more than enough space to answer this question. It was heartbreaking to see scripts where candidates had counted words and then crossed out lines of potentially scoring material.

Also it should be remembered that the mark scheme picks out about 12-15 specific points from the stimulus text and awards a mark, up to a maximum of 10, for each one of these that are reproduced. Candidates who attempt a more generalised summary will handicap themselves as they will probably only mention three or four of these points.

This session's stimulus text dealt with television, a topic which was familiar to all candidates. However, there was danger in this familiarity, as the text did demand careful reading. Nowhere, did it mention that TV causes eye problems, obesity, makes children violent or makes them spend money that their parents don't have. Candidates who had superficially skimmed the text frequently wasted their efforts in developing these erroneous points. Others, including those of more modest writing ability, scored by reproducing in their own words the main points of the stimulus material.

In response to the text the most popular ideas about positive aspects of TV were that it provided education, news, information and entertainment. It also widened children's cultural

knowledge and could be a reward for homework or other chores. Furthermore, it allowed families the opportunity to relax together and discuss programmes, or at least give the parents a bit of space to carry out domestic tasks. It was even considered that young people were safer at home watching TV than outside on the streets. The point was also made that you cannot shelter children from violence and that many programmes help to promote a desirable attitude towards it.

Candidates who successfully developed some of the preceding points scored well. By contrast, many candidates only scored 1-3 of the 10 marks available because they simply stated that TV had educational and/or entertainment value and made little attempt to develop the point. There were also those candidates who became so excited by seeing a topic that they had covered in class that they totally ignored the rubric in order to regurgitate a previous opus. Such candidates continued to generate negative views about TV, rage against iniquitous advertisers or parents who failed to monitor their children's viewing. Doing this often used up a lot of words but made no impression on the mark for response.

With regard to quality of language, the better candidates had obviously been well-trained in how to use subjunctives and other complex structures quite naturally in the context of their essay. Less-gifted candidates were still able to score reasonably well by maintaining accuracy in structures and vocabulary which they were confident in using. However, once again there were a number of candidates whose writing had made no significant advance since GCSE. Errors included:

- widespread inability to cope with 'gustar'
- countless poor adjectival agreements
- frequent errors of gender, even when obvious
- inability to copy from the question - 'el television, aspectivos'
- anglicised (mis)use of articles - 'ninos miran television'
- 'vean' for 'ven'
- 'porque de'
- 'enfrente' for 'delante de'
- 'facto' for 'hecho'
- etc. etc.

In a closely-fought contest, this year's favourite neologism was:

'no saben que es gusta'

'they don't know what it's like'

Tarea 4

This, as always, proved to be a good discriminator, often correlating well with the language mark achieved in Tarea 3. The following errors were common:

- (5) 'gustamos'
- (6) 'nosotros'
- (9) 'encendiendo'
- (10) 'le'
- (11) 'hablar' or 'hablo'
- (13) 'el' (included a surprising number of native speakers)
- (15) 'creada'

Some candidates attempted to rewrite the text in (14) in order to accommodate 'de'. This, of course, is not permissible.

2674: Spanish Speaking And Reading

General Comments

As was the case last summer, examiners are pleased to be able to report that the overall majority of centres conducted the oral tests very well indeed. Teacher/Examiners were well briefed on the demands of the test and had obviously prepared their candidates thoroughly. Equally, most candidates were clearly aware of the requirements of the test and were able to acquit themselves well.

The stimulus texts were generally accessible to all but the weakest candidates. *Texto A* (Gypsies and their Culture) proved to be slightly more demanding in terms of content whereas *Texto B* (Public Opinion of the Police) appeared to provide many candidates with more accessible issues to tackle, possibly because the topic of crime was more widely covered by centres in preparation for the examination.

Comments were made in last summer's report regarding timings for the tests. Most centres were able to stick to the stipulated 15 - 18 minutes. However, some centres still appear to believe rather stubbornly and certainly misguidedly, despite many mentions in previous reports, that the longer the test, the better the end result will be. It needs to be repeated, therefore, that this is simply not the case. Exceeding the maximum of 18 minutes for the test is, at the risk of repeating statements made in last year's report, a massive waste of time and energy. The Specification makes it abundantly clear what is expected for the two sections of the test. Centres are urged to keep to these timings.

In administrative terms, most tests went very smoothly indeed. The majority of 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 (Form OTF) with a list of **three** possible topics for discussion. A few centres failed to write the name and number of candidates on the actual cassette case, thereby frustrating examiners and slowing them down somewhat in the marking process.

The recording quality of almost all tests in this session was good. Examiners remain very grateful indeed to all Teacher/Examiners for making sure that candidates can be heard clearly and at reasonable volume. Nevertheless, a growing number of centres struggled with extraneous noises during the recording of the orals. In particular, it is worth remembering to disconnect the telephone prior to the commencement of the tests so as not to put the candidate off when the inevitable call is received in the middle of the test! Obvious as it may sound but if a candidate cannot be heard speaking in Spanish then the test cannot be marked. The suggestion that centres check each cassette for recording quality before sending them to the examiner is indeed a sensible one.

Comments on Individual Questions

Texto A & Texto B

It was the case once again this year that Teacher/Examiners were happy to use the suggested questions as presented in the Examiner's Handbook. Candidates who rely heavily on the wording of the text for their spoken responses will not gain access to the upper mark ranges. Candidates who paraphrase the original or manipulate it successfully in order to make their point are far more likely to score higher marks in this section. The ability to interpret the text and respond to it promptly in order to explain answers in some depth will always enthuse examiners. Extensive lifting of the text will attract very few marks. It is well worth pointing this

out to candidates. This section is about responding to and understanding both the text and the questions asked by the Teacher/Examiner on the text itself and the issues relating to it.

General Conversation

Unfortunately, there were once again this year some candidates who lost marks for spontaneity as a consequence of delivering obviously pre-learnt material when asked to go into more detail with regard to their chosen topic/s. On the whole, however, most candidates were able to respond well to the questions put to them. As was stated clearly in last year's report, this section of the test is meant to be a conversation and **not** an opportunity to deliver several pre-learnt paragraphs in response to a few general questions. Asking whether candidates wish to start their "presentación" on whatever their chosen topic/s is/are, however convinced some centres may be of the value of this approach, is poor technique and is likely to lose the candidates marks for lack of responsiveness and or comprehension.

It needs to be repeated yet again, sadly, that Teacher/Examiners are only allowed to select **one or two** of the candidate's three topics for discussion. Some centres covered all three topics unnecessarily. It also needs to be stated again that candidates will lose many marks if they fail to make reference to the target language country whilst discussing their topics. A good piece of advice is for Teacher/Examiners to give all their candidates a copy of the mark scheme for this test so that they are fully aware of what is required and, more importantly, what is not.

Rather more worryingly, however, this year saw too many centres tolerating topics that were either very historical in their nature or, quite simply, inappropriate for the A2 oral test. The Specification requires candidates to select topics for discussion that are of 'current' relevance to the Spanish speaking world. Topics on Franco, for example, or seventeenth century monarchs in Spain can hardly be considered to be 'current' in nature. Candidates who opt to discuss topics on literary works or characters, the history of the bullfight or personal memories of an exchange trip to Zaragoza will also lose marks for rubric infringement in Grid 4E. The topic list is on page 34 of the Specification (Revised Edition) and candidates need to be able to place their topics for discussion in that list.

Linguistically, once again this year, the use of "gustar" caused much grief for a large number of candidates. The use of incorrect genders was also fairly widespread as was the unbridled use of incorrect intonation. Adjectival agreement was overlooked by many of the weaker candidates and, surprisingly perhaps, this year saw an unexpected increase in the incorrect use of irregular future and conditional tense verbs. However, it remains the case that the majority of candidates can be proud of their performance in this test and their teachers can be congratulated accordingly.

2675: Spanish Listening, Reading & Writing 2

General comments

The paper had a slightly different balance compared with recent papers: In Section A it was immediately obvious whether candidates who wrote down the sounds they heard had understood or not. This greatly reduced the number who were awarded undeserved marks because the correct words were there, and marks in this section were spread over a wider spectrum than previously. This was balanced by an easier than usual Task 2 and a Section C in which the topic was 16 to 18 year olds teaching younger children: one on which all candidates had ideas and most had some vocabulary.

Cases of very poor handwriting were somewhat rarer this session but examiners to continue to assume that ambiguous letters, e.g. the *a/o* combination, are incorrect. There was a lot of crossing out and rewriting, and a number of candidates spread their answers over into the right hand margin, which is supposed to be reserved for examiners' use; this made it difficult to note and total the candidates' marks. Non-use of accents seems to have become the norm this year.

Comments on Individual Questions

Task 1:

(a) caused few problems. A few candidates said the programme was *lunes y viernes* or *a partir de las ocho*. Many misheard *a partir de hoy* as *aparte de hoy* or *a partido de hoy*, but this was not penalised.

In (b), *rurales* caused trouble to many; *de nunciar* and *la mentable* often revealed that the candidate did not really understand what he or she was writing. Nevertheless most candidates had 2 marks here.

In (c), most candidates got one mark for indicating that Carlos considered that work was more important than prizes, though there was much confusion over *juzgar*, often rendered as *jugar*, which made nonsense. The other part of the answer, that prizes often indicated governmental favour rather than just reward, was correctly answered only by the best candidates.

(d) and (e) caused many candidates to regurgitate substantial chunks of text, which might or might not contain the required facts. The neologism *placidorio* (for *plácido río*) was frequently encountered. Good candidates were able to transpose from the first person forms in the text to third person, to select only what was relevant and to paraphrase. In (e)(ii) a number of candidates jumped ahead to what Carlos says about his later life in the *meseta*.

(f)(i) produced another neologism, *despreción poco* or even *expresión poco* (for *desprecia un poco*); this unfortunately implied the opposite of the answer and could not have a mark. A majority did say that people preferred mountains and sea to the *meseta*. Few used verbs correctly after *gente*.

In (f) (ii), many candidates seemed to be under the impression that *liebre* (interpreted as *libre*?) was an adjective describing the *meseta*. It was pleasing, however, that a large number of candidates managed a recognisable version of one or more of the animals in the answer.

(g) and (h) were mainly well done. (i), however, was found difficult. Most candidates had *bosque*, but fewer managed *ribera* or *llano*. A number wrote *arriba de río*.

(j) was fairly straightforward and correctly answered on the whole, though frequently by direct transcription from the tape rather than interpretation.

For the language mark, 0 and 1 were reserved for candidates who had left gaps or whose Spanish was too weak as to be scarcely recognisable; 2 and 3 were awarded to those who had conveyed their meaning but with numerous errors; 4 was given for largely correct transcription; and 5 was for those who had paraphrased the text in a way that exactly answered the question, and, in particular, used the third person when speaking of Carlos, rather than the first person version heard on the tape. There were some excellent candidates, plenty of fair to good ones and not many very weak ones.

Task 2 (answers in English) was, as usual, well done. If anything it was more approachable than similar tasks in preceding papers.

(a) caused no problems.

In (b), a small number of candidates said "bull run" instead of "bullfight"; candidates who were under this impression were of course penalised once only for the mistake.

In (c) examiners were specifically looking for understanding of *apodado*. This was known or guessed mainly by the better candidates.

(d) caused few problems.

In (e), many candidates missed *tenacidad*. *Plaza de toros* also presented difficulties, often being translated as "square" (the square in Las Ventas).

(f), where the answer depended on *estrenó*, produced a variety of correct and incorrect answers.

In (g), the idea of *un verdadero matador*, i.e. in contrast to the fictional ones already mentioned, caused a surprising amount of difficulty. *Maestro* also led a large number of candidates to pursue the idea of "teacher" instead of "bullfighter".

Task 3

The standard was good here; some otherwise weak candidates managed 5/6 yet many of the best did not get all 8 right. The most common errors were a determination to include (c), (h), and/or (p), and the omission of (o).

Task 4:

The requirements of this definition exercise were better understood than previously, though some candidates are still using in their answers the words in the text which they are supposed to be defining.

In (a), many candidates had difficulty with a definition for *gratuito*, attempting to express some idea of "without payment". *Se asiste* was frequently misinterpreted as "help" or "support". Others wrote of ill treatment rather than of suffering.

(b) was easy and most candidates were able to interpret it acceptably.

In (c), many failed to convey *de ahí que*; the other part of the definition was generally achieved.

Task 5: though most required answers were brief and simple, there was considerable scope for good candidates to manipulate language.

(a) was well done.

In (b), many realised what the answer should be but failed to provide enough detail.

(c) on the whole was well done, though some candidates missed the idea of "in the home".

In (d), many missed the point that 2 years ago was when work began on the game.

In (e) the idea of imitating reality was often expressed but some missed the point that the text referred to movement.

(f) was again well answered, though not all candidates explained that there was a choice both of bulls and of venues.

(g) was also well done, though some missed the idea that the game could be bought (rather than would be bought); others did not notice that the subject given was *el público*.

The average standard of language used was rather better than in previous years, with some praiseworthy attempts at the imperfect subjunctive. *Gustar* is still very rarely used correctly.

Task 6:

(a) The topic (education) was within the reach of all. Candidates should realise that this is not a translation exercise. It is not necessary to convey the entire English passage and where they do not know a word (for example, illiteracy, scarf, blackboard, peasant farmers) it is possible to paraphrase or select other sections. Vocabulary problems led to some interesting assertions (eg *Castro aniquiló los campesinos que no podían leer; los alumnos llevan bufandas rojas porque hay un escasez de profesores*). Even the best candidates did not seem to know *saber leer*. There were some very basic errors, for example *son 9 años, el clase*, which it is surprising and not a little disillusioning to find at this stage, but on the other hand there were many idiomatic and flowing answers.

(b) Unfortunately the approachability of the subject matter tempted many candidates into writing far too much, sacrificing quality for quantity. Many wrote with reference to Cuba, which is not necessary, though not frowned upon either. Teachers reading this may be entertained to learn that candidates in general thought that 16-18 year olds would understand their subjects better than experienced teachers, having recently learnt them, and know more up to date teaching techniques, so any reader currently teaching younger children may look forward to imminent replacement! More seriously, in 6(b) quite a number of candidates wrote exclusively of the effects of the scheme upon 16-18 year olds without mention of what they could contribute; this was penalised by the loss of 1 mark in the Range category. It is vitally important for all candidates to read the rubric carefully and write on the correct subject. Although the marks here are for language, irrelevant content cannot gain full marks. The title here was both simply expressed and approachable and there is no excuse for not adhering to it.

2676: Spanish Culture and Society

Centres and candidates are again congratulated on sound preparation for this paper. Examiners felt confident using the full mark range. All questions except 5 (Casona) and 7 (Sender) were attempted and were accessible to candidates, who were able to perform in a variety of ways and at a variety of levels. Those who scored best had prepared the texts and the topics; they were ready to think in the examination, to apply their knowledge to the question relevantly and to write reasonable Spanish.

The key issues regarding content were:

- relevance, along with accurate factual information, pointed to the essay title;
- an argument running through a well planned essay, leading to a relevant conclusion;
- the application of knowledge and understanding to the question, rather than presenting the pre-learned essay which is not made relevant to this year's question;
- general essay writing skills, in particular paragraphing;
- the weighting of this paper: two thirds for content and one third for language. Poorly planned, ill informed essays, written in fluent Spanish, scored low marks.

Candidates needed to include reasonably detailed and accurate facts. A good essay is not just a compilation of statistics or quotations, but an essay on tourism or the environment, with not one detail from one place, was lacking. Examiners did not expect linguists to be expert historians or sociologists or statisticians, but there were problems with geography and with history. An example: supposedly, Franco was in power from 1933 (sic) to 1975; he absolutely did not allow tourism and, therefore, the country suffered other problems such as the civil war and the First World War. Some statistics were hard to believe, even in the heat of an examination. According to some, 40% of the adult population of Spain have AIDS or HIV; 65 million people in Spain were forced to have AIDS tests in 2004; 53000 million tourists visited Spain in 2004, although visitors usually varied from 13 to 60 million per year; and last year Spain earned 6500 euro from tourism and invested 130 euro in rural tourism.

Some essays were around the minimum 300 words but many approached the recommended maximum (500 words). The 5 page essay was common, although rarely were both essays that long. One script had 2 essays of 5 ½ pages each. Some longer essays were excellent; some lacked focus.

Some candidates penalised themselves by poor handwriting - examiners could not reward what they could not read. Some candidates did not identify their essay as question (a) or (b); some failed to put the number of the topic, leaving it to the examiner to judge against which question the essay should be assessed.

Literature Section A (8 prescribed texts)

A few candidates answered the (b) essays with - exclusively - quotations from the (a) extracts; taking a positive view, this was because of some misunderstanding. Centres need to know that the two questions are separate; the second requires knowledge of the whole book.

A few, apparently good candidates, answered both question (a) and (b) on the same set text. This was a rubric infringement and incurred a penalty.

There were excellent responses to the literary extracts. A fair number of scripts contained two answers on extracts. There were more answers on extracts than usual, perhaps because the passages were obviously recognisable. Good answers emphasised the relevant points and related them in a structured essay to the rest of the book. Weaker answers were a series of unconnected comments following the order of the extract, with little reference to the book.

Regarding the (b) essays, weaker candidates tended to tell the story rather than organise the essay around themes. They confused character names or put them in the wrong book. There was sometimes an over-reliance on quotations, which prevented the essay from developing.

There were many good answers, with candidates knowing their text, the characters, the issues, and having the language needed to discuss them. The impression was that many candidates had enjoyed studying their literature.

Literature Section B (literary themes)

Many candidates applied these questions to texts prepared for Section A. The thematic questions did not always fit the texts chosen; for example, question 10 (women in literature) was difficult to answer about Doña Perfecta. For question 13 (love), specifically about a couple in love, it was unwise to choose a work where a couple's love was not a central theme.

Some candidates applied these questions as intended, to books not on the current list for Section A. Other plays by García Lorca and other stories by García Márquez were popular choices here. Question 14 (urban or rural life) was well suited to Campos de Níjar.

At least one candidate used the same text for a question from Section B as for a question from Section A. This was a rubric infringement and incurred a penalty.

Questions 10 (women) and 12 (individual and society) saw candidates too often resort to telling the story. Stronger candidates thought more about the meaning of being an individual or being seen as a family member (10).

Non-literary topics

There were many excellent and well informed answers, often with a sound historical perspective. The multi-faceted knowledge and skills that linguists frequently have were on display in abundance. Candidates had clearly seen the sub-topics in good time and were well prepared. It was common for essays to refer to recent events and very recently published newspaper articles. There was a sense of interest, enthusiasm and involvement.

Some candidates were dependent on the text of the question for their statistics and ideas and language. The health questions (17) on drugs and AIDS, question 18a on tourism, the two environment questions (19) and the questions on a place (20) and on Spanish American social issues (21) sometimes led to generalised answers, with few if any relevant facts or precise information. Other answers included only the information, without pausing to look at the question asked and plan an answer to it.

Too many candidates wrote all they knew, without planning or selecting examples and information; they referred to the question, if at all, right at the end. The result could be superficial. These questions required reasoning and deduction, not mere narrative. Some candidates seemed to answer questions for which they were not prepared, which is strange since the topics have been available since the early part of the year. This happened with question 19b on changes in rural life brought about by tourism. It also seemed to be the case with question 16b (un actor o una actriz), which clearly had to be about a cinema personality. Question 20b on la vida cultural was distorted by some students, who omitted any attempt at discussing the topic and just wrote about la vida in the place concerned.

Language issues

There was inappropriate use of pre-learned but non-specific phrases. These added nothing to the argument and impeded the presentation of information.

There was confusion of noun / adjective, e.g. paciencia / fuerza for paciente / fuerte, or of similar words e.g. cifra / cita, muerto / muerte and gastar / ganar (which undermined the meaning when candidates wrote about what Spain has been earning in tourist revenue)

Report on the Units taken in June 2005

Many verbs were treated as reflexive, such as los españoles se reciclan mucho. Dates were given in the English way i.e. en Abril 29 1989. Los años sesentas was a common merging of two different ways of expressing a decade.

Other familiar areas of concern: por / para; ser / estar; solo / único; all adjectival agreements; gente plus plural verb; a number plus gente; use of Millón and millones; hay in different tenses; subject / object pronouns; passives; continuous tenses; and verbs in all tenses and all persons.

Anglicism is a difficult concept, especially with media usage and varying usage in the Hispanic world. However, there was a tendency for anglicisms where candidates should have acquired the vocabulary in their studies. Examples: prevenir, disruptar, un facto significante, européano, disrespecto, predictar, inflictar, reflejar, enforzar, optimístico, realístico, silento, un resultado, inhabitantes, invertir.

2677: Spanish Coursework

General Comments

Moderators felt that the standard of entry this session was similar to that seen previously. Many Centres and candidates achieve a high standard of work with clear evidence of thorough research, careful planning and attention to the skills of essay writing. The best pieces tend to be either the result of an individual interest pursued with passion or judicious steering and advice from the teacher responsible, in accordance with the published Guidelines. In any case, the comments made by members of staff are very helpful to Moderators. Generally, the presentation of bibliographies has improved with more detailed references given, including websites.

Specific Issues – Summer 2005

Moderators hope to confirm the Centres' assessment of Coursework. However, this Session, Moderators intervened in around 40% of Centre's entries. In many cases this was a fairly minor adjustment, but a particular problem arose with **incorrect word counts**. A number of scripts were returned to Centres to recount as the total given was considerably higher than the actual number of words and this policy will continue as Moderators cannot meet deadlines and count many pieces of work at the same time. Some instances were clearly as a result of misunderstanding, for example, by including the plan and footnotes in the total. The word count is for the Coursework itself and excludes plan, footnotes, bibliography and appendices (if included). The Coursework Guidance (revised edition 2004) states on page 9 that the permitted length of Coursework is between 1200 and 1400 words for a long piece and 600 to 700 for a short piece. The penalties listed for under-length reduce marks for 6B only by 10%, 20% or 30% to a maximum of 300 words short. If a piece of work is more than 300 words short it cannot be accepted as a complete Coursework. Centres must ensure that word count is accurate before the piece is marked. If there is a discrepancy, the candidate will have an opportunity to remedy it at that stage if they so choose. Once the coursework has been marked, no alterations can be made and the Centres should follow the guidance regarding penalties for incorrect length and show the adjustment on the marking grid. Moderators are obliged to apply penalties as stated. In the case of a Centre missing an infringement of the rules, it is helpful to Moderators if a photocopy of Coursework is retained. It is then possible to discuss matters with the work to refer to at hand.

Other issues noted include '**Class Titles**', where a teaching group has studied a set text and several candidates use exactly the same title for their Coursework. This is not in the spirit of the component. It is very difficult to award marks in the highest bands as the pieces tend to include the same material and follow similar arguments.

Moderators also noticed a huge diversity in candidates' approach to **plans**. These range from 10 words in length to nearly 600. Both extremes are clearly inadvisable. As plans can be discussed and corrected, an excessively long plan is not acceptable. The Guidance states that it should fit onto one side of A4 and should be in note form, not complete sentences. It is not acceptable to use tiny font size to squeeze a large number of words onto one side of paper. Since a large proportion of marks are given to the quality of argument, a carefully structured plan is an essential part of the preparation of the Coursework.

Titles continue to present difficulties. The majority of candidates now phrase the title as a question but this Session, Moderators report examples such as 'El Torero', 'La Guerra Civil' and 'La mujer español en el siglo 20'. The Principal Moderator is willing to give brief advice on titles at the planning stage and it is helpful if a plan and bibliography are included. Please send requests to the Subject Officer at OCR.

Report on the Units taken in June 2005

Moderators noted more discrepancy in the assessment of **language** than in previous Sessions. As candidates have access to much support and reference material, a high standard of accuracy is expected as well as evidence of the ability to use the full range of A2 structures. Computer translation is easy to detect and not acceptable. Non-discursive pieces need particular skills in the use of appropriate register and tone of language. Centres are reminded that the scripts should not be marked or annotated in any way.

Moderators are grateful for the cooperation of Centres in maintaining the rigorous standards of the Component. Most Centres completed and forwarded the declaration of authenticity as required and there was often evidence on the form of notes or comments to show that sources had been checked for plagiarism. Once Coursework has been passed to the Moderator, no negotiation can be carried out with regard to these matters. Centres must be sure that they are submitting the candidates' own work and that the documentation is correct.

**Advanced Subsidiary GCE Spanish 3863
June 2005 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2671	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2672	Raw	80	69	61	53	45	37	0
	UMS	120	96	84	72	60	48	0
2673	Raw	60	46	41	37	33	29	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)	29.6	53.7	71.4	84.9	93.7	100.0	1,686

**Advanced GCE Spanish 7863
June 2005 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2674	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
2675	Raw	80	65	59	53	47	42	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)	38.9	66.2	84.6	95.5	99.0	100.0	1363

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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Head office
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Facsimile: 01223 552553

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