

Mark Schemes for the Units

June 2006

3863/7863/MS/R/06

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

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

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**Mark Scheme 2671/01,02,03
June 2006**

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 2006**

Modern Languages at Advanced Subsidiary

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 left hand 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**.

**2672 JUNE 2006
MARK SCHEME**

TAREA 1 **5 marks**

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

TAREA 2 **5 marks**

- 1) J jóvenes
- 2) L moda
- 3) K mayores
- 4) A antigua
- 5) I infantil

TAREA 3 **10 marks**

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

TAREA 4 **10 marks**

a	✓
b	
c	✓
d	
e	✓
f	
g	
h	✓
i	
j	✓
k	✓
l	
m	✓
n	
o	✓
p	
q	
r	✓
s	
t	✓

TAREA 5

15 marks

a)

JS/140	GS/104	GF/114
		✓

b)

Anteayer	Ayer	Hoy
✓		

c)

(3 references to negative, quantity & order)

1 Para hablar del pedido

accept

puede(n)

reject

podres

1 No podrá servirles

podría(n)

podráis

mandar/dar

servivas

(etc.)

(reasonable
form of servir)

1 la cantidad de melocotones

1 que han pedido

ham/ha/hemos/an

perdido

(h)amperdido

d)

1 Una plaga de moscas

mosk/qas

mosquitos

muscas

mosquas

mozcas

demoscas

moscos

boscas

insectos

e)

1 La cosecha se ha reducido (mucho)
(2 ideas to be conveyed: reduction
& harvest)

efectado

producto, fruta

menos

f)

1 Les ha reservado parte (de la cosecha) any tense

tú form

g)

1	1 020	20 000
	✓	

h)

[accept answer to question f) here for one of three available marks if not credited in f)]

1 la calidad no queda afectada

accept

cualidad

reject

1 esta (misma) tarde

efectada

effectada

1 puede mandarlo (todo por camión)

este tarde

es la misma

puede mandarse

i)

1 contestarle en seguida

j)

1 ha subido mucho la demanda

(hay) mucha demanda

1 y tiene otros (clientes) esperando

present/future

otros omitted

muchos/unos

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.

TAREA 6 - Ejercicio de lectura [15 marks + 5 marks for quality of English]

1 point for each section: ½ marks allowed on sections where indicated with a /

- 1 **(Once again) I (must) apologise / (because) I am not at all happy about**
[reject: to them] [accept: either part for 1 mark]
-
- 2 **(having to) treat my old clients in this way.**
[reject: older] [accept: write to. regular/oldest/loyal/best clients/customers]
-
- 3 **(I am aware that) you will be worrying about the (other) orders**
[accept: are/have been worried/preoccupied]
-
- 4 **that you (usually) place with me in this season.**
[reject: used to] [accept: make/put/give/do (I take from you)at this time]
-
- 5 **(I assure you that) I will try (hard) / to avoid (there being) any more (unexpected) problems.**
[accept: I hope to/will make sure difficulties/inconveniences]
-
- 6 **(However), to give you an idea of the difficulties / that we are having this year,**
[accept: have had/are encountering/I face]
-
- 7 **I enclose some comments from the regional newspaper.**
[reject: enclose newspapers/ for (instead of from)] [accept: this includes. report/commentaries. local/from the area]
-
- 8 **This year it seems / that the farmers are those who are having the worst time,**
[reject: agriculturalist/agriculturist etc.] [accept: I think/it looks as though. bad time. future tense.]
-
- 9 **who had to cope with / a period of heavy spring rain,**
[accept: they had had(must be past). heavy showers]
-
- 10 **and who are at present seeing / their production reduced by insects.**
[reject: actually/nowadays. sales] [accept: perf. tense. yield/fruit/produce]
-
- 11 **There is (already) talk of a disaster year / because a wave of cold is expected in August and September**
[reject: it/I/you speak(s)/talk(s) etc. perf. tense ref. to year. waiting for] [accept: we/they speak/talk etc. cold snap/spell/. feared/pending]
-
- 12 **which could (seriously) harm the grapes / on which (so many) farmers depend.**
[reject: fruit/crops etc.] [accept: damage. rely on.]
-
- 13 **The only hope comes from the oranges,**
[accept: ...is/lies in the oranges]
-
- 14 **because there is no shortage of water / and it is expected that by (the start of) winter**
[accept: no lack of water/abundance of etc. it is hoped/said]
-
- 15 **the harvest will be as good as last year's in quality and quantity.**
[reject: consignment/sales/stock] [accept: outcome/product/results etc. equal/the same]

NB. where candidates consistently use the incorrect person (e.g. 'they' instead of 'you'), only penalise the first time the mistake occurs.

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.

TAREA 7

[10 marks]

If the point is attempted, albeit poorly, there should be no reduction in marks. **However**, if the point is attempted but conveys information which contradicts that conveyed in the original, or makes no reasonable sense, ½ mark should be deducted.

1	Thank you for your call about the consignment.
2	We would like to accept it, in spite of the reduction in quantity.
3	I am sorry that difficulties
4	have arisen for you this year,
5	and I appreciate the way
6	you have informed us so promptly.
7	We will send you our orders for fruit
8	just as we have done in other years.
9	Please contact us again at once
10	if you think there may be any more problems.

[NB. Use of "tú" = maximum 8]

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.

2672 June 2006 Transcript

TAREA 1

El Salón de la Moda de Almería se celebrará del siete al catorce de julio. Será como siempre en el Polideportivo Central, y se prevé un incremento para este año del seis por ciento en el número de casas de moda expositoras. El año pasado acudieron al Salón unos setenta mil aficionados, una cifra decepcionante para los organizadores, pero este año se espera alcanzar los cien mil, incluyéndolos de otros países.

TAREA 2

Gran fin de semana en Discoterraza Mercurio. Viernes, para los menores de dieciséis, gran fiesta de zumos y bebidas Light, con premios para la chica mejor vestida. Sábado, para los que eran jóvenes hace treinta años, Disco Nostalgia de rock de los setenta. Y domingo, espectáculo de magia para los niños y luego la gran noche de la familia, entrada gratis para todos.

TAREA 3

FV Primero, Ernesto, háblanos de la Manga del Mar Menor.

MV Sí, ese lago de agua salada tan visitado.

FV Claro, la pionera de las estaciones náuticas en el país.

MV Pues, en la Manga, se dan unas condiciones idóneas para los deportes acuáticos, por ser el lago poco profundo y muy seguro.

FV ¿Y tu lugar favorito?

MV Yo, me gusta la Manga, pero allí es todo esquí acuático y vela, y mi gran afición es el submarinismo; y en alta mar, a pocas millas de la costa, sólo media hora en barco, se encuentran las Islas Hormigas, bastante pequeñas, pero así llamadas porque hay muchas muy juntitas. Y alrededor hay unos barcos hundidos, que vienen de la época romana. Además, para los que hacemos submarinismo, alrededor de estos barcos hay un paisaje submarino que me encanta contemplar.

FV ¿Y si quieres hacer algo más apasionante?

MV Si te alejas un poco hacia el interior, hay el cañón del río Segura, que allí se puede hacer descenso en canoa, sin correr grandes riesgos.

TAREA 5

Hola. Soy José Cubo, de Agrofruta. Llamo referente a su pedido número GF/114 que recibí hace dos días. Necesito informarles que no podré enviarles la cantidad de melocotones que han pedido. Toda la zona costera se ve afectada por una plaga de moscas, y por eso se ha reducido mucho la cosecha de fruta. Como Vds son clientes establecidos, les he reservado parte de la cosecha; pero no podré enviarles más de mil veinte cajas, y el precio deberá subir un cuarenta por ciento. Lo bueno es que la calidad no queda afectada, y esta misma tarde puedo mandárselo todo por camión. Si quieren aceptar la consignación, contéstenme en seguida por favor. Es que ha subido mucho la demanda, y tengo otros clientes esperando. Bueno, les mandaré un fax para aclarar el problema. Adiós.

**Mark Scheme 2673
June 2006**

Modern Languages at Advanced SubsidiaryUNIT 3, Reading and Writing

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

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

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

- 7 Particular points relating to Unit 3
 - 7.1 To avoid penalising candidates twice for the same fault, the language must be marked fully, even where the mark under 3A is very low or zero. In the case of a totally irrelevant piece of writing, the script should be referred to the Team Leader.
 - 7.2 Annotation of scripts: mark with a circled number any content point (show the mark in the right-hand margin). Mark with a tick in the left-hand margin any personal additions or imaginative points made by the candidate
 - 7.3 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Team Leader or Principal Examiner.
 - 7.4 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test). Put brackets round lifted sections. Discount lifted sections when assessing grid 3A.
 - 7.5 Quality of vocabulary should be rewarded under structure.
 - 7.6 Responses which are irrelevant to the task and/or text should be assessed only for language.
 - 7.7 Comprehension (grid 3B).
For 'Adequate', the candidate should refer to c.40% of the content points.
For 'Good', the candidate should refer to 50%+ of the content points.
 - 7.8 Content points can be precise, factual points **or** allusions. This will depend on the text. Points do not need to come from the entire passage - they can come from only a section of the text.
 - 7.9 Response (grid 3C).
'Insight' and 'originality' refer to anything which was not in the original text.

2673 June 2006 Mark Scheme
(Total for paper 60 puntos)

<p>TAREA 1.</p> <p>a perro b gato c ninguno d ninguno e gato f gato g perro</p> <p>7 @ 1 each = 7 puntos</p>	<p>TAREA 2.</p> <p>a F b V c ? d V e V f F g F h F</p> <p>8 @ 1 each = 8 puntos</p>
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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 mark for each point mentioned (up to max 10)	

Points to be included or alluded to:

- 1 (newly qualified) journalists
- 2 work for – low pay / 50 euros a day / less than a cleaner's wage
- 3 pursue the stars
- 4 with microphone / cameras / photographers
- 5 tough work(ing conditions)
- 6 long hours
- 7 little satisfaction
- 8 only way into journalism
- 9 despised by those they report on / the famous
- 10 try (almost) anything*
- 11 to get a reaction / word / gesture / shout
- 12 (LGA says they:) repeat rumours / ask questions with a basis (of fact)
- 13 don't set out to provoke / annoy
- 14 are daring / ask what others are afraid to
- 15 overstep the mark if necessary*
- 16 always show respect
- 17 seek exclusives

(*only reward once)

Points which are 'lifted' (included in more than 5 consecutive words) from the text will only be credited to allow a candidate to score a maximum of 3.

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

Might include:

- | | |
|------------------|---|
| opinions for - | eg public has a right to know
price to be paid for stardom |
| opinions against | eg everyone has a right to privacy
can cause real hurt |

If candidates fail to justify or develop their opinions they will not score more than 3.
Always **refer to grid** before awarding final score for Response.

Total: 30 puntos

<p>TAREA 4.</p> <p>1. lleva 2. un 3. Desde 4. ha hecho 5. me dedicara 6. me encanta 7. es 8. algo</p>	<p>9. por 10. lo 11. tan 12. hable 13. más 14. a las personas 15. con</p> <p>15 @ 1 each = 15 puntos</p>
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GRIDS

Grid 3A: Quality of Language

0-2 Very Poor

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

3-4 Poor

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

5-6 Adequate

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

7-8 Good

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

9-10 Very Good

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

Grid 3B: Comprehension	Grid 3C: Response
<p>0 Work undeserving of any marks (e.g. blank, irrelevant).</p> <p>1-2 Very Poor Includes only one or two points from the original passage.</p> <p>3-4 Poor Merely transcribes sections from the original passage.</p> <p>5-6 Adequate Includes a reasonable number of points from the original passage.</p> <p>7-8 Good Includes a good number of points from the original passage.</p> <p>9-10 Very Good Provides a comprehensive summary of the original passage.</p>	<p>0 No attempt to provide a personal response.</p> <p>1-2 Very Poor Only briefly indicates a personal opinion.</p> <p>3-4 Poor Two or three personal opinions indicate the beginning of a response.</p> <p>5-6 Adequate A number of personal views expressed.</p> <p>7-8 Good A range of personal views, with a certain originality and imagination.</p> <p>9-10 Very Good Responds with a wide range of views which show insight and imagination.</p>

**Mark Scheme 2674/01,03
June 2006**

Components 01 and 03: Speaking and Reading**Total: 60
marks****Section A Discussion of Article**

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

Section B General conversation

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

Section A: Discussion of article: Grids 4A and 4B

20 marks

Grid 4A: Response to and understanding of article**10 marks**

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

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

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

Section B: General conversation: Grids 4C, 1F, 4D and 4E**40 marks**

Grid 4C: Spontaneity, comprehension, responsiveness, fluency

15 marks

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

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

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

Grid 4D: Quality of language

10 marks

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

Grammatical accuracy

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

Range, variety and appropriateness

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

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 2006**

**Listening, Reading and Writing 2
JUNE 2006**

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**.

TAREA 1

1 mark for each correct point, as shown:

NOT

- a** 1 un poco antes de las once (esta mañana) *just a las once*
- b** 1 (la cajera/empleada que) estaba de servicio (cuando ocurrió el atraco) /
era la cajera (cuando ocurrió el atraco) *just en el banco*
estaba trabajando en el banco/de cajera
- c** 1 se han preocupado/preocupan (mucho)/han estado/están (muy/más
preocupados *future tense*
- d** 1 trabajando en (su) despacho/en el interior (both needed)
- e** 1 para esconder/cubrir(se) la cabeza/cara/no ser reconocido/disfrazarse
para robar el banco
- f** 1 porque en otros robos/atracos/crímenes
1 no se había hecho daño a nadie/no hubo violencia/no había heridos
present/future tenses
- g** 1 pulsó / tocó (el botón de) la alarma (accept without accent)
1 habló con el atracador (para detenerle/retenerle)
- h** 1 a una mujer/madre/clienta/e (que entró en el banco)
1 cortarle el cuello/con un cuchillo / sacó un cuchillo *cortarse*
- i** any 2 of:
1 Juanita (must be implied) sacó unos billetes de la caja
1 la empleada dio unos billetes (de 500 euros) al atracador
1 el ladrón los puso en su mochila
- j** 1 el/un policía que seguía/cazaba al atracador *future*
1 cayó de su moto/ (accept motor) su moto derrapó
1 causó un atasco/embotellamiento (problema de tráfico)
tasca/o / accidente
- k** 1 grabación de la cámara de seguridad (allow just cámara/camera)
cama
- l** 1 por discreción/para que los malhechores/ladrones no sepa lo que hace la
policía
- m** 1 llamar a la policía/darlo al la policía *llamarnos*
1 puede ser el ladrón quien los ofrece un billete robado / no se ven a menudo
billetes de 500 *ventan*

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**

Presentador: Ahora vamos a hablar del atraco que ocurrió en el banco de Navarra en nuestra ciudad esta mañana, un poco antes de las once. Tenemos aquí a Juanita Valdés, la cajera que estaba de servicio en el banco. También hablaremos con el portavoz de la Policía, don Jaime Silvano, para comentar la creciente preocupación de los ciudadanos ante el gran número de atracos a bancos que van produciéndose en esta ciudad durante los últimos meses. Primero tú, Juanita. Cuéntanos lo que pasó esta mañana.

Juanita: Pues, yo era la única empleada de servicio, y no había clientes. El gerente estaba en el interior, trabajando en su despacho. De repente un joven entró, con una bufanda que le cubría parcialmente la cabeza, y al instante me pidió dinero.

Presentador: Tuviste mucho miedo, ¿no?

Juanita: Un poco, pero al principio no tanto, porque, a pesar de todos los robos recientes que han ocurrido por aquí, en ninguno se ha hecho daño a nadie. Pulsé el botón de la alarma, que suena en la comisaría pero no en el banco, y entablé conversación con el ladrón para retenerle hasta que acudiera la policía; pero en aquel momento una clienta entró, una madre que tenía a su hija cogida de la mano. Esta mujer se acercaba a mí con un cheque cuando de repente el hombre la agarró, sacó un cuchillo del bolsillo y anunció que le cortaría el cuello si yo no le entregaba el dinero de la caja. Desde luego no quería que nos hiciese daño a ninguna de las tres. Así que rápidamente cogí unos billetes de 500 euros de la caja y se los entregué. El ladrón los metió en su mochila, luego salió corriendo. Luego informé al gerente, el cual no había visto ni oído nada, y poco después llegaron los agentes policiales.

Presentador: Muchas gracias, Juanita. Ahora tengo aquí a Jaime Silvano, portavoz de la Policía de la ciudad. Señor Silvano, ¿se ha cogido al atracador?

Portavoz: Todavía no. Según dicen algunas personas que se encontraban delante del banco, el joven huyó en dirección hacia la estación de ferrocarril. Un policía le siguió en moto, pero perdió el control y derrapó contra la calzada, sufriendo heridas de poca consideración. Sin embargo, su caída causó un atasco en la calle, el cual seguramente habrá ayudado al delincuente a escaparse. Pero le estamos siguiendo la pista.

Presentador: Entonces, ¿saben Vds algo de él?

Portavoz: Sospechamos que este individuo y el autor de los 11 robos ocurridos este año en varios bancos de esta ciudad son la misma persona. Estamos estudiando la grabación de la cámara de seguridad con la esperanza de detenerlo y poner fin a su carrera de atracos a bancos.

Presentador: ¿Qué otras medidas están tomando Vds para localizar a este delincuente?

Portavoz: Hemos tomado muchas otras precauciones, pero Vd. entenderá lo importante que es la discreción – no queremos que los malhechores sepan nuestros métodos. El hecho de que el dinero fuera en billetes de 500 euros puede ayudarnos, porque billetes de 500 euros no se ven tan a menudo. Por lo tanto, rogamos a nuestros ciudadanos que nos llamen en seguida si alguien les ofrece un billete de 500 euros. Esta vez hemos tenido muy mala suerte – si no hubiera entrado la clienta en aquel momento, si nuestro colega no se hubiera caído, el ladrón ya estaría en la cárcel.

TAREA 2**NOT**

- (a)(i) 1 living on (barely) 2 dollars/20 pesos per day (or less)
- (ii) 1 living on less than 1 dollar/10 pesos (a day) *pesas*
- (b) 1 How can (you support) a family manage on that?
 1 What are their dreams/aspirations/ambitions *wishes/imaginations*
 1 and their nightmares
 1 living on so little / 20 or 10 pesos a day, sometimes nothing,
 1 very hungry? (accept starving)
- (c) 1 dry and infertile/barren (accept barren) *infected/barren*
- (d) 1 cold at night
 1 leaves layer of ice/frost on houses (/roofs) *snow / around*
 1 makes children and old people cough (/dry throat)
 1 can lead to (bronchial) pneumonia / bronchitis *asthma*
- (e) 1 pain in (her) lungs *chest*
 1 could not breathe
 1 felt as though she was going to/could die/felt like death
 1 cold / chill in her back that would not go away. (accept present tense)
 (future tense penalised only once)

TAREA 3

- (a) 1 número aproximado/máximo de // población aproximada/máxima
 (casi) de
 1 personas que viven en Alzayanca // Alzayanca
 (habitantes) *inhabitantes*
- (b) 1 área / superficie de Alzayanca *espacio/dimensión/área
 en que está situada*
- (c) 1 distancia/trecho *longitud/espacio*
 1 entre Alzayanca y la capital regional / la ciudad principal de la región
 (/zona/área)
- (d) 1 duración/ (posible) del viaje en camión (autobús/autocar) *vehículo*
 1 (de Alzayanca) a la capital

TAREA 4

5 marks, one for each correct answer, as shown. Subtract 1 mark for any superfluous tick

- (a) Gregorio no desea marcharse de la región donde nació.
- (b) En aquella región se puede sufrir frío y calor en el mismo día.
- (c) Los de allí tienen que traer de la capital toda el agua que necesitan.
- (d) A Gregorio le hacen falta 40 minutos para pasar de un lado a otro de sus 2 hectáreas.
- (e) Incluso los más fuertes necesitan prepararse con cuidado antes de salir.
- (f) La familia Luna tiene problemas porque cuida a los enfermos de la región.
- (g) A veces Gregorio Luna tiene menos de 20 pesos por día para vivir.
- (h) Gregorio todavía no ha cumplido los 70 años.
- (i) Sus seis nietos le ayudan en el trabajo.
- (j) Gregorio vende la mayor parte de su maíz, así que no le queda bastante para la familia.

TAREA 5**NOT**

- (a) 1 (el clima) cambia/cambió/ha cambiado / es variable / no es constante.
- (b) 1 llovió/llueve (mucho) / todavía llovía / ha habido lluvias
1 fueron destruidas/aruinadas/destrozadas / se destruyeron.
(semillas must be subject) *destruidas por (+inappropriate agent) / muertas*
- (c) 1ganar dinero de otra manera / buscar (otro) trabajo. (accept: cambiar su método de ganar dinero)
- (d) 1le empleó. (la familia must be subject)
- (e) 1 trabajar de 7 a 5 (durante diez horas) *levantarse a las siete*
1 pagó 25 pesos diarios/por día.
- (f) 1 la cosecha (/producción) fue buena / dio bastante para vender
1 + y le sobró dinero / tuvo dinero (para comprar más tierra).
(second part dependent on idea of money coming from harvest)
- (g) 1 el gobierno les dé créditos / les preste dinero / les apoye con
créditos (idea of lending) *dar/ayudar(on own)*
1 para comprar un tractor.
- (h) 1 la enfermedad de su mujer.

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) capturados por un joven
cerca de la costa de Nicaragua
el joven esperaba crear un centro
para que los delfines nadasen con niños enfermos
había visto otros centros parecidos
donde se cobraba mucho
esperaba ganar mucho dinero
- (ii) acuario pequeño
agua dulce en lugar de agua salada / los guardó en agua no salada
no cambiaba el agua (con bastante frecuencia)
les dio una dieta mala / alimentos no apropiados
los delfines estaban flacos y enfermos
sangraban de la boca
problemas en comer
- (iii) recibieron los delfines
pusieron sal en el agua
les dio nombres (Bluefield y Nica)
los transportaron a su hospital
en el mar/cerca de la costa (de Nicaragua)
con ayuda del ejército
en barco y helicóptero
les dieron un buen hábitat
para que se recuperasen
luego los libraron en el mar
- (b) Candidate's own opinion on keeping animals in captivity (must be animals in general; 1 mark lost from Range grade if refers only to these dolphins)

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 2006**

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 $\frac{1}{2}$ 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.

**Advanced GCE Spanish 3863 and 7863
June 2006 Assessment Series**

Unit Threshold Marks

<i>Unit</i>		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	66	57	49	41	33	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
2674	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
2675	Raw	80	66	60	54	48	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
3863	300	240	210	180	150	120	0
7863	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
3863	31	54.4	70.4	84.6	93.6	100.0	1,578
7863	37.6	66.4	86.4	95.5	99.1	100.0	1303

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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