

Report on the Units

January 2009

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

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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2671: Spanish: Speaking

General Comments

There were comparatively few candidates for the January examination. The overall performance of the candidates was similar to that in previous January sessions. Teachers in the Centres who conducted the tests, and those responsible for administration, are thanked for the care and efficiency with which the majority of the tests were carried out.

There were very few examples of tests having been conducted with incorrect timing or in a manner not in accordance with the Specifications.

Administrative problems were few, overall; most problems were caused either by the omission of some required documentation, such as the candidate topic form, or a headed candidate mark sheet. Please refer to publication CW1242, Instructions for Internally Conducted Oral Examinations, in cases of doubt.

Marking examiners and moderators need to receive recordings and documentation promptly, as soon as the test has been conducted. Candidates' names and numbers should be also written on the cassette box or CD envelope and announced on the recording. It is important that if the candidate at a single-entry Centre is absent, and hence no test is conducted, the register indicating this is sent to the examiner / moderator without delay.

Comments on Individual Questions

Part 1 Role Plays

The role play options continued the established pattern of placing the candidate in the role of provider of relevant information, with the teacher as examiner being the client who has specific requirements or concerns. Although set in differing contexts, all the role plays made similar demands regarding task completion – the provision of an overview, more specific detail and the discussion of options or possibilities within the context. Centres are reminded that (unlike in the A2 Article discussion materials) teachers should distribute the AS role play options to candidates in accordance with the sequence printed in the examiner's booklet.

It must again be emphasised that the role play section is not just a comprehension exercise. Although candidates of course gain credit under mark grid 1A for transmission of information under use of the stimulus material, fluency, responsiveness and initiative, including ability to persuade, are all taken into account for assessment under grid 1B, response to examiner.

- 1) (a) Role play A concerned tips for keeping warm and well in winter. The candidate's role was to explain the contents of a brochure to a Spaniard spending a first winter in the UK. The information had three major thrusts: keeping the house warm, personal health and common-sense recommendations.

Some candidates still had difficulty in phrasing their opening questions idiomatically, even though the nature of these questions varies little from session to session. Suitable versions could include *¿Hace mucho tiempo que vive(s) aquí en...?* or *¿Desde cuándo?*; *¿Cómo es tu / su casa?*, and indeed a number of candidates did manage these and other appropriate phrasings; nevertheless, weaker candidates tended to take the statements printed in their sheets, and prefixed with an unidiomatic all-purpose *¿Qué es / son... ?*, for example *¿Qué es la experiencia de vivir en el país?*, where even a minimal manipulation such as *¿Cuál es tu / su experiencia de vivir aquí?* would be more appropriate.

Most of the content points were communicated reasonably well. Higher-level discriminators included the possibility of obtaining grants for improvements to heating systems and, perhaps surprisingly, the recommendation to take regular exercise or to move around. A number of candidates needed prompting to point out that the teacher / examiner could obtain a booklet in the relevant language.

The more open questions on the preferred time of year and how one can be a good neighbour were usually tackled well, with even weaker candidates who had used their preparation sensibly producing some varied and interesting ideas.

Linguistic points caused few difficulties – where possible problems might occur candidates seem to be increasingly prepared to try to paraphrase effectively. *Degrees, injection, scarf*, were stumbling blocks for some; some candidates (and teachers) mistook the gender of *corriente*, and *influencia / influenza* was sometimes used for *flu*. Candidates who give the contact phone number digit by digit generally avoided mishap, whereas those who more authentically tried to group the numbers were prone to render 545 as *cinco-cientos cuarenta y cinco*, having forgotten *quinientos*!

- 1) (b) Role play B provided information on the Meadowlands Sports Centre, and the candidate's task was to explain the information and encourage the client to take up or try some kind of activity.

Promising versions of the opening questions to establish the client's situation included *¿Cuántas personas hay en tu / su familia?*; *¿A la familia le gusta / interesa mantenerse en forma?*, etc. Common were *¿Qué son los miembros de la familia?*; *¿Qué es la actitud de la familia ... ?* The plural form *quiénes* seemed little known.

Candidates generally managed to explain that the Sports centre was on a bus route or was within walking distance of the town centre, though few candidates actually said how far. Most mentioned medical recommendation to take regular exercise and most of the Centre's facilities were indicated.

Content differentiators included the possibility of receiving instruction and the fact that one of the swimming pools was just for beginners. Better-prepared candidates pointed out the availability and advantages of season tickets for families. If challenged about the availability of provision for the under 3s or yoga, some candidates had difficulty in pointing out that these were future possibilities, but were not yet available.

The open questions on sports and ways of leading a healthy lifestyle offered scope for the range of candidates, who were generally forthcoming and inventive with their ideas.

Language stumbling blocks included some basic numbers: *quinientos*, *setenta y siete*; parents were sometimes *parientes*; the coining *zugo (de fruta)* was heard, but most of the vocabulary was known, or the concept was paraphrased in an inventive manner.

- 1) (c) Role play C dealt with a visit to a railway museum and the candidate's task was to persuade the teacher / examiner that this could be a good place to spend some time.

The opening questions elicited information on the size of the party (five people, with a child in a pushchair) and what they were interested in doing.

The main points of content included the nature of the museum – the story of the Great Western Railway and Brunel's involvement in its design and construction. This was generally well conveyed by candidates. Also to be mentioned were the facilities and activities available and details of opening times, access and ticket arrangements and most candidates dealt reasonably successfully with the essential points.

Points of detail not always addressed were that the museum was suitable for pushchairs (relevant to the group in question) or that a guided tour was available.

Harder points of content included the "hands-on exhibits" and the "train-driving simulator", though many candidates used their imagination to paraphrase the concepts, or translated from the stimulus material "climb on a train and be the driver".

The more open questions on museums and public transport promoted the anticipated range of replies. Few difficulties were encountered here with content.

Candidates were reminded of key vocabulary, including *trenes*, *ferrocarriles* in their instructions. *Souvenirs* and *postcards* were not always known. The numbers in this option did not cause problems with most candidates.

Part 2 Topic Presentation and Discussion

Topic Presentation

There were some interesting topics, old and new. Bullfighting, tourism and flamenco remain popular; Spanish-language actors, films, singers and sports stars were well represented. Spanish fashion and designers are now making a steady appearance. Presentations were normally at least adequately prepared and in accordance with the Specification requirements and there were some very fluent and well-researched examples. There were few instances of candidates being interrupted in mid flow, or who were unable to speak for two - three minutes.

Topic Discussion

There were sometimes instances of tests when the discussions were over prepared and lacked spontaneity. Although the bullet points on the candidate's topic form were (correctly) followed, there were times when these were treated by examiners as discrete, closed questions, with little relationship or connection with the overall theme, and with a tendency for the candidate to be allowed (or only permitted) to give a series of further mini presentations. It is perhaps worth reminding those conducting the tests that candidates should be given the opportunity to refute, support or clarify points made. The emphasis should be on discussion and not just flat statements that go unchallenged. To repeat the point made in previous reports, candidates' interests in showing fluency and spontaneity for mark grid 1E are generally better served when teachers focus on the substance or subtext of the points listed on the topic form rather than the wording of a prepared question.

Most candidates fell at least into the adequate category of the mark scheme for language, but the full range was encountered. As could be expected in a prepared topic, suitable subject-specific vocabulary was generally known. As always, however, uncertainties in basic structures, essential verb forms and everyday vocabulary were the main causes of candidates' problems.

The standard of pronunciation of many candidates was good or very good. There were very few instances of really poor pronunciation, though intonation still merits some attention.

2672: Spanish: Listening, Reading & Writing 1

General comments

Candidates appeared to be well prepared for the demands of the paper and there was very little evidence of work that was unfinished through lack of time. The general linguistic ability of most, in both Spanish and English, was appropriate for this level, although, in a few cases, candidates appeared to have been entered for the exam without adequate preparation. The major problems encountered revolved primarily around gaps in Spanish vocabulary, even in what could be considered appropriate for GCSE foundation level, and around the correct use of verb forms, personal pronouns, genders and agreements.

The paper produced a wide range of marks and provided sufficient opportunity for differentiation and for a proper evaluation to be made. Presentation was generally very good, but it is important for candidates to realise the need to provide clear answers, to eliminate any alternatives initially offered and to ensure that writing is legible. Care is always needed with spelling, accentuation and, within this area, the correct positioning of accents. Because scripts are now scanned for electronic marking, there is also the potential for confusion to arise when a candidate makes a rough answer in pencil, particularly when the answer demands just a single letter, and then either inadequately erases this or writes another letter over the top in pen which in the scanning process does not completely override the original pencil mark.

Comments on individual questions

Tarea 1

This proved to be a suitably gentle introduction to the exam and was well done by most candidates, with many achieving 4 or 5 marks. As in past papers, the one outstanding feature was the difficulty that candidates had in deciding when a question mark was an appropriate answer and a good number confined themselves to either V or F throughout. In question c), it was important to focus on the *alquilar*, which had not been mentioned in the spoken text.

Tarea 2

Candidates coped well with this text and most were able to score over 50%. The main problems that presented themselves arose with Q2, which required understanding of *en horas punta* to get the correct interpretation, and with Q5, where the easy, and therefore initially tempting phrase *tres carriles*, needed the complementary *en cada dirección* for full understanding.

Tarea 3

This task was, somewhat unusually, broken up into two parts, because of the challenging nature of the exercise. Despite this, candidates scored very highly on the first part, with most achieving four out of the five marks available. Only a handful managed to score full marks, however, because of the deceptive nature of Q5. *Los días de mayor afluencia* in List A led naturally into the response *serán el viernes y el domingo* in List B and this is the answer that most chose. The spoken text referred to *la víspera de Viernes Santo y el domingo*, so that the correct answer, *se han identificado ya*, relied on the candidate's understanding of *la víspera*. A little demanding, perhaps, but intended to give the better candidates the opportunity to demonstrate their understanding.

The second part of the task proved to be much more difficult and although a fair number of candidates scored full marks, most made one, two and even three mistakes here, as all three questions demanded very close understanding and sound interpretation of the spoken word.

Tarea 4

This was a very interesting text, which again provided a good range of marks but enabled most candidates to identify at least half of the correct points. Close attention to both written text and the given alternatives was necessary to be able to establish the required links. To give a couple of examples, in point c) *feo* had to be seen as an interpretation of *una herida* in the original text while in point n) *tiendas* had to be seen as synonymous with the meaning of *negocios* in the written text. Popular, incorrect answers were a) d) and q) while correct answers that were most often not spotted were c) n) and r).

Tarea 5

There were a few candidates who were unable to respond with any confidence or accuracy to the questions set on this passage, but the vast majority coped well and revealed good listening and writing skills. The task produced a good range of marks, although the average score was well above 50%.

The non-verbal questions were universally well done and understanding of the spoken Spanish was good, any difficulties arising being mainly connected with problems of transcription of unusual or complex vocabulary – *propietaria*, *amplia gama de* (which often was transcribed as two or even one word), *envíen*, *un pedido* (which frequently became *un pedir*), *hace furor*, *señas*, *detallada*.

Language manipulation, however, is essential in this task and direct transcription often lost marks for many candidates. In question e), for example, the direct rendering of the spoken text, *había visto algunos de sus productos cuando visitaba Londres*, leaves the understanding that it was *la señora Barrea* who had been to London, which was incorrect in that the information was provided by a third party, *un conocido*. Similarly in question g), the spoken words *espero poder hacer un pedido importante*, which many transcribed, do not really answer the question laid down in the paper, *Y Prestige Clothes Ltd. ¿por qué podría interesarse en este contacto?* Once again, it needed to be made clear that it was *la señora Barrea* who was hoping to place a large order. Likewise, the direct use of *nuestras señas* and *nuestros planes* in question i) led to similar confusion, i.e. whose plans are we talking about, the English or the Spanish company?

Tarea 6

Despite some specific problems that will be highlighted later, this task proved accessible for most candidates and there were very few who were floundering, unable to make any general sense of the intentions of the text. In this context, therefore, it is no surprise that the average mark for this task was quite high.

Some of the more technical terms, as in *Tarea 7*, were to prove problematic – *socios* (which surprisingly many found a solution for, except for the ones who gave “colleges” as a spelling of “colleagues”), *comercio*, *presupuesto*, *fabricantes* (“fabricants?”), *proveedores*, *desfile*, *asistencia*, *exponer* (“expose”?) . Although *tasas de natalidad* was handled effectively by many, it was a difficult phrase and obviously left many attempting to guess from the context. For one candidate *España presenta una de las tasas de natalidad más bajas del mundo* became, with a certain understandable logic, “Spain has some of the cheapest teacups in the world”. *La Unión Europea* was universally known except for one candidate who felt we were dealing with the “European Onion”. The phrase, *Pero, aunque pocos, los niños son...* caused significant difficulty, with many confusing *pocos* with *pequeños*.

Some of what might have been expected to be more common terms also presented problems, however, – *acabo de* (an amazing number of incorrect versions), *tantos hijos* (often given as just “many”), *gozan de*, *aprovechar*, *ya que* (very rarely known), *buscamos* (often confused with finding). The emphatic nature of *sobre todo en su selección...* was missed by many who tended

to give “on all your selection...” as the translation, while a surprising number of candidates lost marks on *vestidos para niñas de tres a siete años* either because they were unsure about *vestidos* which was often translated as “tops”, or because they did not appreciate that “children” was not really good enough for *niñas*, (although this was allowed if they had made clear that we were dealing with dresses), or because they confused *siete* with *seis*, an error that was not confined to just the odd one or two (or six or seven). A good example of the need for precision with vocabulary came from one candidate, whose confusing of *nuestra* with *nueva* and *calidad* with *caliente* produced an interesting version of *nuestro objetivo es ofrecer a nuestra clientele calidad y exclusividad* - “our objective is to offer it to a new, hot and exclusive client”.

The standard of the quality of the English used was quite high in this paper, despite the usual number of reefs to be circumnavigated - spellings (colleagues, clientele, inauguration, occasion), punctuation (particularly the use of the apostrophe in such phrases as “children’s clothing”, or “girls’ dresses” and in the use of capital letters in the appropriate places) and grammar (adjectives after nouns, inappropriate use of the definite article, omission of pronouns, e.g. “y es la razón” frequently left as “and is the reason”, and wrong prepositions, e.g. “in this occasion”).

Tarea 7

This proved to be a very accessible task where the average performance appeared to be higher than in recent papers. While there were fewer marks awarded in the very top range, there was also a very restricted number of examples where candidates were totally unable to make themselves understood.

The first sentence provided a gentle introduction to the task and was reasonably well done by most. It is gratifying to see that this standard opening, giving thanks for something received, is now part of most candidates’ linguistic repertoire, with the intricacies of *agradecer* handled well by many. Unfortunately, there was still an unacceptable number who were trying *gracias para*, or who were unable to give an appropriate rendering of “telephone call” and were reduced to statements such as “*gracias para la llama*” or “*gracias por el teléfono*”.

Despite the repeated annual pleas regarding the inappropriate use of the *tú* form in business correspondence, there was still a significant number of candidates, mainly I suspect native speakers, who employed this form throughout the text. This is regarded as a serious error and the overall mark for language reduced accordingly.

Verbal structures again provided a stumbling block. The future *llegarán* was well done in the main, despite the repeated absence of the accent, but *querrá* was only known by the few. There were similar experiences with the use of past tenses – while *mandamos/hemos mandado* was known by most (despite difficulties with the auxiliary), *hemos dicho/dijimos* was successfully handled by very few. The use of present tense verbs (*podemos, tenemos*) was more reliable, as was *quiere* in the *si* clause “if you wish”, although there was the occasional yielding to the temptation to use the subjunctive form.

The major disappointment with the linguistic competence of many candidates was their lack of vocabulary. This was understandable to an extent with some of the more commercial terms, e.g. “catalogue”, “representative”, “to place an order”, “guarantee”, “payment” - although this is not the first time that such words have appeared in this task. Many difficulties arose, however, from an inability to cope with basic GCSE vocabulary. Surprisingly, well over 50% of candidates did not know “autumn and winter”, and while there was often an attempt to give an alternative translation, e.g. *desde septiembre hasta febrero*, or to provide an alternative spelling, e.g. *autumno, inverano*, these did not have quite the same effect. Other terms that caused considerable havoc were “by post” (known by very few, with *por poste* being a firm favourite), “within two weeks”, “to contact”, “as soon as possible” and “discuss”. It was perhaps only to be expected that “to introduce himself” should have led to *introducirse*, but it was surprising nevertheless to see how few were acquainted with *presentarse*.

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Agreements and genders also caused problems – *el información* or *este mañana* being very frequent – while the personal pronouns needed in the phrases “we have sent you”, “we have told him”, “to contact you” were a mystery for many.

Once again, it is worth repeating that constant practice of this exercise from examples provided by past papers would be extremely beneficial for all future candidates.

2673: Reading and Writing

General Comments

The majority of candidates sitting the examination this January submitted papers which were of a high standard. This was the penultimate appearance of this specification and, understandably, only a few appeared to be taking the examination for the first time.

Most candidates had been well prepared, were familiar with the techniques required to answer the questions, and showed no problems with time management. The paper discriminated well amongst a better than usual January entry.

Comment on Individual Questions

Tarea 1

The T / F / ? style of objective test will no longer feature in the new specification. However, its presence in this examination confirmed its reliability as a good discriminator, requiring candidates to think perhaps more carefully than with other test types. Marks awarded ranged from seven to two or three. Mistakes were commonly made with questions (a) and (b), whereas (c), (d) and (e) were the most accurately answered.

Tarea 2

Candidates' performance on this question did not appear to have been hampered in any way by the error in the rubric, (probably because the example gave a clear indication of the pattern expected). A substantial number of candidates achieved maximum marks, including some who were weak on other questions, and only a very few failed to score at least half marks. Although number 3 should have been left blank in the answer grid there was a tendency for (i) to be entered, and the correct answers to 7 and 8 were sometimes transposed.

Tarea 3

The extended writing question worked very well. It was very pleasing to see the number of candidates who had come to grips with the techniques required by this exercise. The topic of video games was well received and there was scarcely a candidate who lacked opinions on this subject.

The paraphrase section of the question was generally handled with competence. A few candidates came unstuck with the statistics, either by misinterpreting them or by making generalisations which were so sweeping as to be inaccurate. Ten marks were available on a point for point basis from fifteen possible content points. Few candidates had difficulty in successfully paraphrasing six or seven of these and many scored higher still. The most commonly misunderstood points of the text were that Spain is the fourth in Europe for sales and that games of strategy, action etc. used to be the most popular. There was also some erroneous support for the notion that games of violence sold best at Christmas. A few candidates gave the impression of needing to rush this part of the test in order to unleash their not inconsiderable opinions on video games.

There was no shortage of excellent expositions on the pros and cons of video games, ranging from the staunch supporters to those who were diametrically opposed. Very high scores of nine or ten were commonly recorded. Many of the arguments about this subject are very similar to those about TV, which many candidates may well have practised as part of their preparation. Also, further ideas were available if Tarea 4 had been attempted, as is recommended, before Tarea 3.

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Arguments in favour included: it's a way of relaxing, it sharpens the mind, it can be educational, it's sociable when played as a family - or at a distance with friends on the internet, and there are new games which encourage exercise while playing. The counter arguments included: it's addictive, it's unsociable and can interfere with studies, it's a sedentary activity which leads to obesity, violent games are harmful to children, and players are not living in the real world. The common conclusion was that video games are not an evil if played in moderation and with parental supervision.

The language which candidates wrote in their answers to this question was, as ever, variable in its accuracy. However, as the overall standard of entry this January was generally good, only a few candidates scored marks for quality of language which were beneath the Adequate (5-6) band.

Common inaccuracies included:

'son popular'

'son entre 20 y 44'

inability to conjugate 'jugar'

lack of article before a percentage

ignorance of common fractions - one half = 'medio' / 'media' / 'mitad' / 'medida' etc

'tiempos' = 'veces'

'es necesito que'

and the dreadful 'es vale'!!

Tarea 4

This was generally completed competently with many candidates scoring at least eleven or twelve marks. As ever, only a small minority of candidates achieved the maximum mark. Favoured wrong answers included: 2 - 'jugando', 3 - 'de', 5 - 'un mil', 6 - 'malo', 14 - 'mí', 15 - 'mucho'.

2675: Spanish: Listening, Reading & Writing 2

There was a wide range of candidates who entered for this paper. At the very top end, a significant number of candidates were clearly performing at a standard beyond A level. The paper also allowed candidates of a high standard to reach the top grades. At the lower end there were some candidates who seemed to have been inappropriately entered at this level; they performed poorly and frequently could not attempt all the questions. A few candidates, usually the sole candidate in a centre, seemed not to be aware of the requirements of the different parts of the paper; although they seemed not to have lacked time to complete the paper, they failed to write the short essay on the last page or did not understand the expectations of the “explain in your own words” exercise.

Some of the handwriting was so illegible, messy, enormous, minute or containing such odd alphabetic symbols, that it was difficult to mark. Candidates should be aware that any language which is not correct is likely to be counted as an error when assessed. Although there are no marks for the use of English in Task 2, the comprehension marks can not be awarded if the English is not clear.

Tarea 1

- (a) Almost all candidates answered correctly. Throughout, a surprising number of candidates spelled *malaria* incorrectly, although it is in several questions.
- (b) There was confusion over verbs: *matar* was used to mean *morir*. Numbers were an issue for some.
- (d) There was some confusion with *cambio*, written sometimes as *camio*.
- (e) The answer was usually correct, although *fue nacido* occurred frequently. Often there was *descubierto* or *discubrio* for *descubrió*. The wrong year was sometimes given; some wrote that *el médico fue descubierto*.
- (f) (i) Mainly correct. Some answers implied that the tests rather than the results were poor. Others transcribed large parts of the text instead of answering the question.
- (f) (ii) The main issue was with the verb; *no se utilizado* was common.
- (g) The spelling of *desarrollar* was an issue. Pedro Alonso should be the subject; the answer should not begin *Ayer se anunció...*
- (h) The main problems were with the spelling of *picaduras* and *infecciosas*.
- (i) Problems with *proteger* and *protegió*. *Populación* and *cevera* appeared.
- (j) In the best answers the Agency was the subject. The subject matter was often unclear to candidates who transcribed rather than understood and interpreted. There was confusion over *fundar* and *fundir*.
- (k) It was important to convey this answer in the third rather than the first person. *Temas/ demas* was an issue; the imperfect of *ver* was not well known.
- (l) Many candidates could not make out *una red antimosquitos*. *Alrededor* was a challenge to some to recognise or to spell.
- (m) This question caused problems for many candidates. Some referred to health or education; others mentioned income without mentioning the level of income as the issue. Transcription did not give an adequate answer.
- (n) Candidates who explained and simplified performed better than those who tried to transcribe. The latter made errors with *nivel* and *lo que en sí es un factor explicativo...* which in many cases deprived the answers of meaning.
- (o) A demanding question, the answer to which could not be transcribed literally and which only good candidates did well. *Digno* was incorrectly used as a noun; it was said he should be as famous as footballers; footballers were said to have malaria or to be raising awareness of it and even *porque los futbolistas pueden hacer la malaria más famosa*.
- (p) Most candidates arrived at the right answer, though it was again disappointing that so many did so by means of transcribing rather than explaining the meaning. Confusion of *cerrado* and

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cerado was an unlucky error. There was confusion of the percentage. There were some excellent paraphrases of the original text.

Tarea 2

A few candidates did not notice that the rubric directed them to specific paragraphs and tried to answer these questions based on the whole text. There were some answers in Spanish.

- (a) There were few problems with this question, except where *sus vecinos* was rendered as “his neighbours”.
- (b) Most understood the not very demanding Spanish for an aerosol spray; *un palo* was more of a challenge. There were more problems with the lights: there was confusion over turning on or off, and a lack of clarity as to which lights were concerned.
- (c) *Nociones* made this a more challenging question.
- (d) This caused confusion. 12 euros was seen as the total salary or as what each shop paid. *Vivienda* was taken to mean the *sereno*'s living expenses.
- (e) Many candidates missed the point that their work was only thought to be useless. *Inutilidad* was a challenge for many to express.
- (f) The majority of candidates scored three points here.
- (g) A few candidates said *serenos* were substituted for police cars.
- (h) This question caused few problems.

Tarea 3

This type of exercise differentiates well at all levels.

- (a) Most were able to paraphrase this correctly. A few became confused with *olvidar* and *recordar* and others between active and passive.
- (b) This was the most difficult phrase. *Crear* in the question was read as *creer* by some candidates. A synonym had to be found for *profesionales*; any idea of experience or skill was accepted. *Seguridad* had to be explained – a disappointing number used the word itself, which would clearly not constitute an explanation. The third part of the answer had to express that people were protected, but neither *vecinos* nor *distrito* could feature in the answer.
- (c) Two ideas had to be expressed: necessity/obligation, plus some idea of a course or training. A surprising number of candidates spoke of passing tests.

Tarea 4

Most candidates scored at least 3. A few scored below that level; relatively few scored 5/5. (b) (c) and (i) were the most popular wrong choices; (a) and (e) were most often omitted.

Tarea 5

- (a) Most had acceptable answers to all three parts. In the third, a number of candidates attempted to use *gustar* and were not successful.
- (b) Comprehension was good, most answers correctly indicating a sponsor. It was rare to find an appropriate subjunctive.
- (c) Most answered successfully.
- (d) The idea was understood but the attempt to use the passive was often unsuccessful.
- (e) A passive or reflexive was required and was not always produced; many ingenious ways were found to express the idea of the first privately funded *sereno* service.
- (f) Generally well answered, although spelling was not always good.
- (g) Few problems. Correct use of *hay* was common.
- (h) Most answers correct.
- (i) The main problem was the use of the required tense.
- (j) Most candidates aimed for the right answer, though not always successfully from a language point of view.

Language issues in Tarea 5 included: *ser/estar*; *gustar*, the subjunctive, gender, tense, use of families of words (e.g. *diversidad* in the text wanted *diverso* in the answer).

Tarea 6

The first section was generally approached in the right way. In the second section, most candidates could express an opinion. These ranged from those who approved of limiting access, because it would encourage the study of history through books, or because there is good technology available to give access electronically, to those who felt it was everyone’s right to visit every place of interest, no matter what the consequences. Most emphasised the importance of tourism to the economy and merely wanted to limit the numbers.

As noted above, a few failed to do the second section.

Common language issues included:

<i>puente</i>	poor spelling or wrong gender
<i>la ciudad es bonito</i>	genders and agreements
<i>hace</i>	for <i>ago</i> , misused and with the wrong tense
<i>alemán, Alemania</i>	
<i>desde</i>	used for <i>hasta</i>
<i>Esta ciudad se puede ayudar a reducir el impacto del turismo</i>	excessive use of the reflexive
<i>Sin dañándolos</i>	preposition plus the infinitive
<i>buscar</i>	confused with <i>encontrar</i>
<i>descubrido</i>	
<i>es describe como</i>	active/ passive
<i>porque de</i>	
Imperfect and perfect	used for preterite
<i>más</i>	confused with <i>muy</i>
<i>si</i>	used with present subjunctive
conditional tense used	to mean <i>ought to</i> e.g. <i>permitirían al público entrar.</i>
Subject/ object pronouns	

Vocabulary issues led to many candidates using these words: *atraer*, *providir*.

Grade Thresholds

Advanced GCE Spanish (3863/7863)
January 2009 Examination Series

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	68	61	54	47	40	0
	UMS	120	96	84	72	60	48	0
2673	Raw	60	48	44	40	36	33	0
	UMS	90	72	63	54	45	36	0
2675	Raw	80	64	58	53	48	43	0
	UMS	120	96	84	72	60	48	0

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	23.2	51.0	70.3	87.7	98.7	100.0	156
7863	38.5	84.6	92.3	100.0	100.0	100.0	15

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication

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