

Mark Scheme for the Units

June 2009

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

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

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

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Advanced Subsidiary GCE SPANISH – H077

MARK SCHEME FOR THE UNITS

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F721: Spanish - Speaking

Examiners allocate marks to candidates' work on a best-fit basis using the following marking grids.

UNIT 1: SPEAKING – ROLE-PLAY

GRID A	USE OF STIMULUS 15 marks AO2	GRID B	RESPONSE TO EXAMINER 10 marks AO1
0–2	Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points.	0–2	Has some difficulty in understanding and is hesitant in responding to many of the examiner's questions and comments. Shows very little initiative or imagination.
3–5	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination.
6–9	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.	5–6	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
10–12	Good use of the stimulus material. Successfully conveys about three quarters of the points.	7–8	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.
13–15	Full use of the stimulus material. Successfully conveys all or nearly all of the points.	9–10	Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.

UNIT 1: SPEAKING – ROLE-PLAY (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

UNIT 1: SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1	GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	0–2	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.
3–4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	5–6	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	7–8	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.	9–10	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.

KEY POINTS

ROLE-PLAY A: FISHBOURNE

- Fishbourne Roman Palace opened in 1968
- largest domestic building found in Britain, mosaic floors
- museum with range of Roman objects
- audio-visual / computer generated displays show life 2000 years ago
- Garden Museum and Formal Garden
- guided tours at weekends and school holidays
- group visits possible
- gift shop, café, hot/cold meals, snacks, ice creams
- picnic area
- only guide dogs allowed in house, otherwise dogs in car park area
- still and video photography allowed but no tripods
- open daily, 22 January to 15 December
- various types of tickets
- on A259 or near railway station and bus stop
- telephone number

KEY POINTS

ROLE-PLAY B: THE OPEN UNIVERSITY

- allows people to study in own time
- 70% of students work full-time while studying
- 30,000 employers sponsor staff on courses
- 150,000 students work on line
- not all courses are degree level
- wide choice, including 199 9-month courses and 32 diplomas
- possibility of summer residential courses
- own tutor
- able to discuss problems on the phone
- opportunity to meet tutor and other students on study days
- value for money
- pay by monthly instalments
- phone for information – 24h hotline
- advisers available between 8.30 and 5
- website

KEY POINTS

ROLE-PLAY C: TOUR GUIDES – TRANSPORT FOR LONDON – OYSTER CARD

- Oyster card cheapest way to pay in London
- covers Tubes, buses, trams and some trains
- saves times – no queues
- saves money – calculates cheapest fare
- easy to use
- top up when necessary
- always cheaper than using cash
- touch card on yellow symbol -
- at start and end of journey
- buy, renew or top up at most Tube stations
- over 2,200 Oyster ticket shops
- some railway stations
- travel information centres
- online
- telephone number

F722: Spanish: Listening, Reading and Writing 1

Section A: Listening and Writing			
Task 1:			
	Answers	M	Additional comments
	(c)	[1]	If more than 10 boxes ticked, deduct 1 mark for each extra box ticked.
	(f)	[1]	
	(h)	[1]	
	(k)	[1]	
	(l)	[1]	
	(n)	[1]	
	(p)	[1]	
	(q)	[1]	
	(s)	[1]	
	(t)	[1]	

Task 2:			
Q	Answers	M	Additional comments
(a)	ii	[1]	1 mark for each correct answer
(b)	ii	[1]	
(c)	i	[1]	
(d)	iii	[1]	
(e)	i	[1]	
(f)	iii	[1]	
(g)	iii	[1]	
(h)	iii	[1]	
(i)	ii	[1]	
(j)	iii	[1]	

Task 3 - Guidance

Task 3:				
Q	Answer	Accept	Reject	M
(a)	(1) <u>summer</u> camp	<i>if words summer and camp are used, disregard other descriptors eg allow summer holiday camp</i>	camp site / school / holiday camp	[1]
(b)	(1) speak English <u>only</u> / <u>exclusively</u>	<i>allow: solely / always / all the time etc.</i>	speak English / have to speak English / must speak English	[1]
(c)	(1) pupils experience / to create an <u>English environment</u>	<i>allow: children / students live in / move (about) in / have / get used to / work in etc. atmosphere</i>	British	[1]
(d)	(1) put up / erect tents	<i>allow answers in any order</i>		
	(1) do cleaning / clean			[3]
	(1) help / assist with (pupils') <u>arrivals</u>	<i>allow: omission of pupils / children etc. allow: help pupils arrive / help arrivals.</i>	settling in entrances	
(e)	(1) plays / drama / acting / theatre + creativity	<i>allow answers in any order the reason + activity must be correctly matched to score 1 mark (no half marks allowed)</i>	shows	
	(1) on line (edition of camp) magazine + IT / computing knowledge /skill(s)	<i>allow creativity matched with any of the 3 activities – but only credit once</i>	imagination	[3]
	(1) pottery / ceramics + manual skill(s) / ability (-ies)	<i>allow: internet ability / aptitude etc allow camp magazine as activity if IT skill etc. stated as reason allow: dexterity / practical skills etc.</i>		

Q	Answer	Accept	Reject	M
(f)	(1) <u>supervise</u> (a range of) sports	<i>allow: take / look after / oversee/monitor etc. supervise sport</i>	teach / organise a game of sports <u>a</u> sport	[1]
(g)	(1) organise (different) parties (1) according to <u>age</u>(s) (of different groups of pupils)	<i>allow: answers in any order</i>	fiestas, birthday parties, events	[2]
(h)	any 3 from 4 (encourage pupils to): (1) behave (1) obey the rules (1) (have) (good) <u>table</u> manners (1) use (the) language correctly	<i>allow: correct good / behaviour, know how to behave / behave well allow: follow allow: when eating etc. better table manners allow: speak correctly, use correct / good language correct their language / grammar</i>	norms role-models	[3]

Task 4 - Guidance

Read through the response and assess for communication first. This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly. There are 10 components for 10 marks but it must not be 1 mark per correct component. The grid must be applied.

- **Grid H.1:** Looking at the annotations, assess what proportion of the points has been conveyed. (See point 2 page 2)

Read response again and assess for language.

- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

Task 4: Message			
Answer	Notes / guidance	Reject	[20]
Points to be covered 1 <u>thank you</u> for your phone <u>message</u> 2 some more <u>practical questions</u> 3 <u>how much</u> are monitors <u>paid</u> ? 4 <u>how many hours</u> a week do they <u>work</u> ? 5 do they <u>have to work at weekends</u> ? 6 <u>how big</u> are the <u>groups</u> ? 7 are all <u>meals included</u> ? 8 any <u>assistance with travel from the UK</u> ? 9 very <u>interested in job</u> 10 <u>look forward to hearing from you</u>	<i>allow: tú form if used consistently</i> <i>allow: cuestiones / practicales (for H.1)</i> <i>allow: weekend(s)</i> <i>allow: Inglaterra / asistencia</i> <i>allow: travel to Spain</i>	UK un abrazo, (le saluda) atentamente no puedo esperar su respuesta	
		10 marks for Communication – Grid H1 10 marks for Quality of Language (Accuracy) - Grid C2	
Section A Total			[55]

GRID H.1	COMMUNICATION 10 marks AO2
0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully conveyed.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B: Reading and Writing			
Task 5:			
Q	Answer	M	Additional comments
(a)	iii	[1]	1 mark for each correct answer
(b)	i	[1]	
(c)	iii	[1]	
(d)	i	[1]	
(e)	iii	[1]	
(f)	iii	[1]	
(g)	ii	[1]	
(h)	iii	[1]	
(i)	ii	[1]	
(j)	i	[1]	

Task 6 - Guidance

- 1 Print out a copy of the text so that you can easily spot instances of lifting from the original text.
- 2 Assessing comprehension / content: First go through all the responses and assess every question for comprehension.
 - a Marks are awarded on a point by point basis, according to the mark scheme.
 - b Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2.
 - d If appropriate, candidates may answer with single words / short phrases.
 - e If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation. It is not expected that you will have to use such annotations very often.
 - f Enter the mark in the box.
- 3 Assessing Quality of language
 - a Read all the answers again.
 - b Apply Grid C.2 (see Task 4 for guidance) and enter the mark.
 - c When applying Grid C.2, highlight and disregard language lifted verbatim from the text, (if this applies to every answer - ie none of own language used – award 0). If the remaining language answers up to 1/3 of the questions, the maximum mark for C.2 is the 5 – 6 band. If the remaining language answers up to 2/3 of the questions, the maximum mark for C.2 is the 7 – 8 band.
 - d Apply this principle if the candidate leaves questions unanswered.

	Answers	Notes / Guidance	Reject	M
Task 6 :				
			15 marks - Comprehension of text	
			10 marks - Quality of language – Grid C2	
(a)	any 2 from: (1) (un día de) enero (1) después de la comida (1) antes de las clases de la tarde	<i>Disregard lifting.</i>	por la tarde – as a <u>single</u> communication point (too vague)	[2]
(b)	(1) permanecía en el patio debía estar en la clase etc.	<i>allow: antes de las clases <u>por</u> la tarde as communication point</i>		[1]
(c)	(1) la cogió del brazo	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words.</i>		[1]
(d)	(1) para informar al padre porque vio el incidente etc.	<i>Opportunity for QoL Grid C2, although partial lift 'porque presencié la escena' possible (disregard). Allow: para llamar al / hablar con... etc</i>		[1]

	Answers	Notes / Guidance	Reject	M
(e)	(1) porque el profesor (le) había tocado a su hija	<i>Opportunity for QoL Grid C2.</i> <i>Allow the multitude of plausible variations of this answer e.g. 'el profesor no (le) respetaba a su hija' unless rendered unintelligible by faulty language.</i>		[1]
(f)	(1) porque la niña había vuelto	<i>Disregard lifting but credit QoL Grid C2 candidates who attempt own words.</i> <i>allow any answer which indicates the girl is still at the school</i>		[1]
(g)	(1) fue el día en que volvió la alumna	<i>Opportunity for QoL Grid C2.</i>		[1]
(h)	(1) profesores <u>de otros colegios</u> vinieron a <u>protestar</u>	<i>Disregard lifting but credit QoL Grid C2 candidates who attempt own words.</i>		[2]
	(1) protestaron (una hora) delante del <u>Ayuntamiento</u>	<i>However, if candidate copies all (or very nearly all) of the key sentence verbatim, award 1 comprehension mark only.</i> <i>Allow alcalde.</i>		[2]
(i)	(1) no entrar en el colegio	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words.</i>		[1]

	Answers	Notes / Guidance	Reject	M
(j)	(1) hablar con el profesor	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words.</i>		[2]
	(1) disculpase	<i>However, if candidate copies all (or very nearly all) of the key sentence verbatim, award 1 comprehension mark only.</i>		
(k)	(1) aceptará (las disculpas)	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words. Allow present tense acepta for communication</i>	ha aceptado / other past tenses	[1]
(l)	(1) el mismo	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words.</i>		[1]

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Task 7 - Guidance

- 1 Print out a copy of the text so that you can easily spot instances of lifting from the original text.
- 2 7(a)
 - a Tick to show that a point has been fully and successfully conveyed.
 - b **Grid I:** Assess what proportion of the points has been conveyed and apply Grid I.
 - c **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Only phrases of 5 words or more should be counted as lifted language.
- 3 7(b)
 - a Tick in the margin or in the body of text to show each opinion / personal response and to show a development / an extension of the opinion. NB: one opinion may have several extensions.
 - b **Grid J:** Assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of dots you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking.
- 4 7(a) + 7(b) – Language – **Grids C.2 and F.2:**
 - a Read the whole answer again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Add together and enter as one mark.
 - b Ignore language lifted from the text when assessing language (See 2c above). Lifted language is not credited for QoL – only content points and/or personal response.

Section B: Reading and Writing		
Task 7 :		
10 marks - Comprehension of Text – Grid I 20 marks - Response to Text – Grid J 10 marks - Quality of language (Accuracy) – Grid C2 10 marks - Quality of Language (Range) – Grid F2		[50]
Q	Answer	M
(a)	Possible points	
1	people (we / Spaniards etc.) <u>don't go</u> to the cinema <u>so often</u>	
2	a trend (tendency / problem / situation etc.) for <u>6 – 8 years</u>	
3	at present <u>Spanish cinema</u> (films) very <u>creative</u>	
4	<u>in next few years</u> (near future etc.) there will be (many) <u>change(s)</u>	
5	in the way <u>films</u> are <u>watched</u> (and distributed)	
6	<u>financial</u> (box office) <u>success</u> <u>important</u> when film opens	
7	films seen more when <u>hired</u> / <u>sold</u> / <u>shown on TV</u> (2 from 3 needed)	
8	most traditional <u>city centre cinemas</u> have <u>closed</u>	
9	<u>now</u> (the trend etc.) there are <u>multiplexes</u> in the <u>suburbs</u> (outskirts etc.)	
10	average <u>age</u> of <u>audience</u> (multiplex-goers etc.) much <u>lower</u>	
11	promoters look for <u>products</u> (films etc.) which appeal to <u>young(er) audience</u> (people etc.)	
12	who <u>prefer escapism</u> (action /adventure) to more thoughtful films	
Section B Total		[85]

GRID I	COMPREHENSION OF TEXT 10 marks AO2
0-2	No relevant information or supplies one or two relevant points from the original passage.
3-4	Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
7-8	Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.

GRID J	RESPONSE TO TEXT 20 marks AO2
0-3	Very short. May not go beyond points of view already expressed in the original text.
4-7	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.
8-11	Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.
12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
16-20	Responds with well developed points of view which show insight, originality and imagination.

Paper Total [140]

Grids I, J, C2 and F2 next page

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. (Vocabulary and structures may be quite strongly influenced by the candidate's first language).
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
3-4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Transcripts of Listening texts

Tarea 1 : ANUNCIO PARA CERVEZA CERO

¿Sabías que hay una cerveza que es ideal para tu dieta?

¿Imaginabas que una cerveza es una bebida perfecta para deportistas?

¿Quién iba a decir que si estás embarazada hay una cerveza que no presenta problemas para el bebé?

Pues prueba *Cerveza Cero*.

Cuando tomas una *Cerveza Cero*, fresquita y espumosa, tu cuerpo es sabio y te pide otra. ¿Por qué? Porque está deliciosa.

Acaba con la monotonía de tu dieta. *Cerveza Cero* contiene las mismas calorías que una manzana. Elimina toxinas y facilita la pérdida de peso.

¿Quién pensaba que una cerveza es lo mejor para después del gimnasio? Bébetela una *Cerveza Cero* y recupera tu energía y no las calorías.

Es la cerveza de los que saben conducir. Ir al volante no significa renunciar al placer de beber una buena cerveza. Pide *Cerveza Cero* para kilómetros de sabor sin nada de alcohol.

Sí, en definitiva. Con *Cerveza Cero*: problemas cero.

Tarea 2 : NOTICIAS DE SONSOLES VICARIO, GANADORA DEL GRAN HERMANO ARGENTINO.

Después de salir de la casa de Gran Hermano hace apenas dos meses Sonsoles Vicario está ahora cumpliendo el sueño de su vida, fuera de su pueblecito. Sonsoles acaba de iniciar una carrera de modelo profesional y precisamente ayer hizo su primer desfile con ropa de su diseñador preferido. Antes de tomar parte en el programa de Gran Hermano, Sonsoles había cursado dos años de estudios de Derecho, inspirada por su hermano que es abogado y a quien ella admira mucho. Sonsoles piensa continuar sus estudios de Derecho cuando su vida se calme un poco. Es una chica ambiciosa que le gustaría también estudiar teatro y ser periodista. Por el momento está poniendo todo su esfuerzo en seguir la dieta que requiere la agencia de modelos. Ya bajó 10 kilos y le quedan 3 ó 4 más. Hace actividad física todos los días y comparte un apartamento con otra concursante de Gran Hermano, Ana Vides, de quien se hizo íntima amiga. ¿Y el premio de 100 mil pesos? Asegura que se lo dará todo a sus padres que todavía viven en el pueblo donde tienen un bar. Parece ser que quieren comprarse una casa.

Tarea 3: Mensaje de contestador automático.

Buenos días, aquí el director del campamento de verano Playa de Oxford. Gracias por su interés en la posición de monitor. Aquí tiene alguna información.

Antes que nada es importante que los monitores recuerden hablar exclusivamente en inglés; mi intención es que los alumnos se muevan en un ambiente completamente inglés.

Por las mañanas los monitores hacen trabajos como montar las tiendas de campaña, ocuparse de la limpieza y ayudar con la llegada de alumnos. Después del almuerzo los monitores ayudan con una serie de actividades por ejemplo, obras teatrales, edición en línea de la revista del campamento, cerámica en barro etc. Estas sirven para fomentar la creatividad, los conocimientos de informática o las habilidades manuales de los alumnos. Más tarde supervisan toda una gama de deportes y, después de cenar, organizan las distintas fiestas según la edad de cada grupo de alumnos.

Pero el trabajo de los monitores va más allá: ayudan a desarrollar el carácter y personalidad de los chicos, animándolos a saber comportarse, cumplir las normas, tener buenos modales en la mesa y usar correctamente el lenguaje.

Bueno, espero que esta información le sirva. Adiós.

Grade Thresholds

Advanced Subsidiary GCE Spanish (H077)
June 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F721	Raw	60	47	42	38	34	30	0
	UMS	60	48	42	36	30	24	0
F722	Raw	140	114	103	92	81	71	0
	UMS	140	112	98	84	70	56	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H077	200	160	140	120	100	80	0

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

	A	B	C	D	E	U	Total Number of Candidates
H077	22.5	44.6	66.1	79.7	89.6	100.0	931

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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