

Spanish

Advanced GCE A2 H477

Advanced Subsidiary GCE AS H077

Mark Scheme for the Units

January 2010

H077/H477MS/R/10J

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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: VISITING BRITAIN?

- Econocar – low–cost car–hire company
- operates throughout UK
- uses older cars so is cheaper
- all cars checked before rental
- free 24–hour helpline
- pick up car at any outlet
- can be delivered to customer for small extra fee
- return to a different place for £10 extra
- taxes and insurance included
- customer liable for first £100 of damage to car
- just pay for petrol
- rent by day or by week
- at weekends special rates, 3 days for cost of 2
- drivers must be between ages of 25 and 70
- drivers need current licence and credit card
- telephone number and web site

KEY POINTS

ROLE-PLAY B: A GARDEN TO ENJOY ALL YEAR ROUND

- Wisley a garden for more than 100 years
- large – something for everyone, all year round
- natural garden
- fruit and vegetable gardens
- model gardens for small houses
- glasshouse with tropical plants
- special plant collections
- garden centre with experts to give advice
- shop – books and gifts
- restaurant and café
- special events and guided tours
- car park – coaches by appointment
- location
- bus service from Woking station in summer
- reductions for groups booked in advance
- benefits of RHS membership

KEY POINTS

ROLE–PLAY C: WHAT CAN YOU DO ABOUT NOISY NEIGHBOURS?

- neighbours can be noisy
- noise can be a problem
- main problems include shouting
- loud music or DIY activities
- steps can be taken
- many neighbours unaware that there is a problem
- speak to neighbours to explain
- keep a diary of problems and incidents
- action depends on time, duration, type of noise
- in extreme cases refer to local council
- Council cannot act in certain cases
- such as one–off parties, arguing
- garden machinery in daytime, noise from road
- information from local council office or from website
- emergency 24–hour helpline number

F722: Spanish: Listening, Reading and Writing 1

Section A: Listening and Writing			
Task 1:			
Q	Answers	M	Additional comments
(a)	16	[1]	<p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly.</p> <p>Correct answers only: no need to use crosses for incorrect answers.</p> <p>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</p>
(b)	5	[1]	
(c)	13	[1]	
(d)	15	[1]	
(e)	2	[1]	
(f)	19	[1]	
(g)	10	[1]	
(h)	6	[1]	
(i)	12	[1]	
(j)	18	[1]	

Task 2:			
Q	Answers	M	Additional comments
(a)	cumpleaños	[1]	Disregard spelling errors. Correct answers only: no need to use crosses for incorrect answers. Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.
(b)	acompañar	[1]	
(c)	estupendamente	[1]	
(d)	asistió	[1]	
(e)	mañana	[1]	
(f)	todos	[1]	
(g)	espectáculo	[1]	
(h)	emocionante	[1]	
(i)	pudieron	[1]	
(j)	tocarlos	[1]	

Task 3:				
Q	Answer	Notes	Reject	M
(a)	(1) 1997			[1]
(b)	(1) for <u>eating</u> outside	<i>allow: barbecues / BBQs</i>		[1]
(c)	(1) <u>automatic cleaning</u>	<i>allow: auto cleaning</i>		[1]
(d) (i)	(1) property is 100 metres from shops/supermarket	<i>allow: yards within 100 metres</i>	how far the supermarket is 100 metres of shops kilometers reference to Metro invalidates correct answer	[2]
(ii)	(1) <u>average summer temperature</u> is 26(°)		weather fahrenheit middle	
(e) (i)	(1) (near) water	<i>allow: answers in any order allow: sea / lake(s) / river(s) / beach</i>	water sports climbing	[2]
(ii)	(1) (near) mountain / s	<i>mountain range</i>		

Q	Answer	Notes	Reject	M
(f) (i)	<p>(1) has to be in August</p> <p>(1) would prefer / like / wants (to stay) 3 weeks</p>	<p><i>allow: answers in any order</i> <i>allow: only / must / obligation or justification expressed in other ways– eg because that is when he is on holiday</i></p> <p><i>some answers use 1 verbal construction to cover both elements eg would like to visit in Aug for 3 weeks = 1 mark (no obligation)</i> <i>would only like to travel in Aug and to stay for 3 weeks = 2 marks (would like goes with both elements)</i></p>	<p>August able to go in August</p> <p>but 3 weeks if I prefer for three weeks (without accompanying verbal construction)</p>	[2]
(f) (ii)	<p>(1) could come for weekend(s)</p> <p>(1) could come any month / time (of year)</p>	<p><i>allow: answers in any order</i></p> <p><i>allow: whatever / whenever / whichever open to all possibilities / tell me when best (=1 if no mention of weekend)/does not have to be simultaneous allow: answers in any order</i></p>	<p>we could do a weekend swap weekends are essential</p>	[2]

Q	Answer	Notes	Reject	M
(g) (i)	(1) learn / s (a lot)	<i>allow: educational learn = 1 mark if used for both answers also when used for one answer– even if not strictly what the text says eg learn about travelling</i>	to teach them about different cultures	[2]
(ii)	(1) meeting (people from) different nationalities / cultures	<i>learn about different cultures allow: experiencing / relating with / spending time with / talking to / making friends with</i>	see / discover different countries and cultures (no interaction or learning)	
(h) (i)	(1) will supply <u>references</u> (from previous exchanges)	<i>allow: answers in any order</i>		[2]
(ii)	(1) will look after / care for house as if it were their <u>own</u>	.	the house will be as good as new etc	

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.

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 for your phone message</u> 2 <u>interested in exchanging houses</u> 3 <u>August perfect</u> 4 <u>let us know exact dates</u> 5 <u>will you travel by car?</u> 6 <u>will reserve a (parking) space</u> 7 <u>how far is villa from beach?</u> 8 <u>possible to walk there easily?</u> 9 <u>sending some photos of house</u> 10 <u>love to see photos of villa</u>	<i>allow: tú form if used consistently</i> <i>allow: cambio</i> <i>allow misspellings of agosto (within reason)</i>	 datos / tiempo / fichas fotografías / picturas	
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:			
	Answer	M	Additional comments
	(d)	[1]	<p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has ticked correctly.</p> <p>Correct answers only: no need to use crosses for incorrect answers.</p> <p>If more than 10 boxes ticked, deduct 1 mark for each extra box ticked.</p> <p>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</p>
	(g)	[1]	
	(h)	[1]	
	(j)	[1]	
	(m)	[1]	
	(n)	[1]	
	(o)	[1]	
	(p)	[1]	
	(t)	[1]	
	(u)	[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.

Q	Answers	Notes	Reject	M
Task 6:			Comprehension of text	
			10 marks – Quality of language – Grid C2	
(a)	any 2 from: (1) produce discos (1) escribe para un periódico (1) colecciona (discos)	<i>Opportunity for QoL Grid C2.</i> <i>allow: (es) productor, periodista,</i> <i>compositor for communication</i> <i>allow: colectar</i>	deduct 1 mark if past tense used eg fue productor, periodista etc	[2]
(b)	(1) al escuchar música / discos <u>de jóvenes</u> (1) piensa como / se identifica con ellos	<i>Opportunity for QoL Grid C2.</i> <i>However, if candidate copies all (or very nearly all) of the key sentence verbatim, award 1 comprehension mark only.</i>	comprende a los jóvenes puede entender sus piensos	[2]
(c)	(1) le <u>traía / daba / regalaba / compraba</u> discos (CDs) /música (que iniciaron su afición)	<i>Opportunity for QoL Grid C2.</i> <i>allow: le influyó a J. con la música extranjera</i> <i>Accept other tenses – but assess in QL</i>		[1]
(d)	(1) (siguió) la misma carrera (que su padre)	<i>Opportunity for QoL Grid C2.</i> <i>allow: (empezó a) trabajar en la radio</i>		[1]
(e) (i)	(1) le daban las peores horas	<i>allow: answers in any order</i> <i>allow: 2 marks if both reasons are given in either (e)(i) or (e)(ii)</i> <i>allow: malas</i>		
(e) (ii)	(1) porque él no daba publicidad a ciertos cantantes	<i>Opportunity for QoL Grid C2.</i>	porque tenía que / necesitaba dar publicidad a ciertos cantantes	[2]

Q	Answers	Notes	Reject	M
(f)	(1) charlas con artistas / horas de radio	<i>Disregard lifting but credit QoL Grid C2 candidates who attempt own words.</i>	hablas con artistas	[1]
(g)	(1) porque él y ellos intercambiaban ideas / trucos (sobre grabaciones)	<i>Opportunity for QoL Grid C2. However, if candidate copies all (or very nearly all) of the key sentence verbatim, do not award comprehension mark. Use L as appropriate.</i>		[1]
(h)	(1) siempre prefiere su último disco	<i>Opportunity for QoL Grid C2.</i>	último disco, de música flamenca	[1]
(i)	(1) con (los ingresos) de <u>un disco /CD</u> + que no le gustaba / de música flamenca / turística	<i>Opportunity for QoL Grid C2.</i>	discos	[1]
(j)	(1) muchos / no sabe cuántos	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words.</i> <i>Opportunity for QoL Grid C2.</i>		[1]
(k)	(1) la defiende / está a favor	<i>le gusta / está de acuerdo / piensa que es buena</i>		[1]
(l)	(1) cree que hay demasiadas	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words.</i> <i>allow: cree / dice que sobran (restricciones)</i>	muchas	[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:** Looking at the annotations, 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 ticks 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		
Q	Answer	M
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]
(a)	Possible points 1 <u>lots of/ more</u> temporary job <u>opportunities</u> for students lots of possibilities in <u>tourism</u> / <u>leisure</u> / (hotels and) <u>catering</u> (restaurants) <i>(2 from 3 needed – NB second item sometimes added</i> 2 <i>later)</i> 3 <u>hotels</u> employ <u>tourist reps / guides</u> 4 <u>hotels</u> also employ students who know (a) <u>language(s)</u> 5 principally <u>English, German and French</u> <i>(all needed)</i> 6 <u>theme parks</u> also take on more personnel 7 opportunities in (hotels and) <u>catering</u> (restaurants) along (entire) Spanish <u>coast</u> (allow Costa del Sol etc) 8 because of <u>sun</u> and <u>seaside tourism</u> 9 Temporary Employment <u>Agencies</u> publish <u>vacancies</u> 10 there are opportunities to <u>work abroad</u> 11 <u>learning a language</u> while earning money 12 jobs are published on <u>web sites / Internet</u>	
Section B Total		[85]

(b) allow answers which interpret Q as ¿Vale la pena hacer un empleo de verano *en el extranjero?*

GRID I		COMPREHENSION OF TEXT 10 marks AO2		GRID J		RESPONSE TO TEXT 20 marks AO2	
0–2	No relevant information or supplies one or two relevant points from the original passage.	0–3	Very short. May not go beyond points of view already expressed in the original text.	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.	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.
5–6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.	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.	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.	12–15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
9–10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.	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	GRID F.2	QUALITY OF LANGUAGE (RANGE) 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.	0–2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
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).	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	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.	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	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.	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	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	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**1 Nuevo examen de conducir en Costa Rica**

A partir de esta semana, los candidatos para el examen teórico de conducir tendrán 45 minutos delante de una computadora para hacer la prueba. Desde ayer el Ministerio de Transportes organiza los exámenes con la ayuda de 120 computadoras distribuidas en siete oficinas en todo el país. Para empezar la prueba cada candidato escribirá un código personal en la pantalla de la computadora. En ese momento la máquina hará una selección de 25 preguntas que forman el examen. De esa forma no hay posibilidades de que las preguntas de una persona sean iguales a las de su vecino. Se necesitarán 80 puntos para aprobar el examen, el equivalente a 20 preguntas contestadas correctamente. El sistema permite realizar 1.000 pruebas diarias. Con este sistema, los candidatos sabrán el resultado de las pruebas de inmediato y no tendrán que esperar una semana, como ocurría hasta hace unos días.

2 Visita de la Familia Real al zoo de Madrid

Un día después de la celebración de su cumpleaños, la Reina aprovechó que todos sus hijos y nietos se encontraban en la capital para organizar una visita al zoo. Fue un día muy especial, sobre todo para los miembros más jóvenes de la Familia Real, que disfrutaron al máximo de la jornada. La única ausente fue la Infanta Sofía, demasiado pequeña para compartir juegos con sus primos. La Reina, acompañada por príncipes y duques y sus respectivos hijos, llegó al zoo poco después de desayunar. Todos los adultos, a excepción de la Reina, que llevaba un elegante traje pantalón de color gris, iban vestidos de manera relajada. Fue cuando la Familia Real visitó el Acuario que se produjo el mejor momento de la visita - gracias a los juegos de los delfines. La Familia lo vio todo desde el borde de la piscina y algunos de los más pequeños incluso tuvieron la oportunidad de acariciar a estos animales.

3 A holiday house exchange

Hola. Soy Víctor Soriano y llamo para darles alguna información sobre un posible intercambio de casas. Mi chalet fue construido en 1997 y dispone de ocho habitaciones sobre dos plantas. Hay terraza cubierta muy amplia con esquina de barbacoa. Tiene piscina con sistema de limpieza automática. Todo está muy bien cuidado y limpio y tenemos aire acondicionado. Se encuentra en una zona tranquila, con supermercado y tiendas a cien metros. Aquí la temperatura media en verano es de 26°. La zona es ideal para practicar actividades recreativas como deportes náuticos y alpinismo. Yo sólo puedo viajar en agosto porque es el mes en que tengo vacaciones y preferiría permanecer tres semanas en su casa. El chalet es mi segunda residencia y por eso no hacen falta intercambios simultáneos, así que estoy abierto a todas las posibilidades; y si ustedes solo estuvieran interesados en fines de semana también podríamos hacerlo. Pueden venir en cualquier mes del año. Nosotros somos un matrimonio con 3 hijos en edad escolar. Todos disfrutamos y aprendemos mucho viajando y relacionándonos con gente de diferentes países y culturas. Tenemos a su disposición referencias de intercambios previos y, claro, cuidaríamos su casa igual que la nuestra. Por favor, mándenme un e-mail si quieren proceder. Adiós.

F724: Spanish: Listening, Reading and Writing 2

Section A – Listening & Writing

Task 1:				
Q	Answer	Notes	Reject	M
(a)	LA has 20 percent of animal species (1) 23 percent of forests (in the world). (1)	Must mention animal ACC woods	trees, plants, wood	[2]
(b)	(they) do not produce enough food for the population (of LA). (1)			[1]
(c)	The economy <u>depends on</u> natural resources. (1) Natural resources are the main reason for the failure to respect nature. (1)	Must be clear answers are about natural resources	<u>too</u> heavily, <u>too</u> much	[2]
(d)	Laws have been established/ promoted to preserve the environment. (1)			[1]
(e)	It is going through the Park/ It threatens the park. (1)			[1]
(f)	By including environmental protection (in development projects). (1)			[1]
(g)	It <u>may be</u> the consequence of an ecological disaster. (1)	Insist on possibility		[1]
(h)	<u>To take part in</u> conserving nature. (1)	ACC collaborate, join together to, start to... If bienes is included, ACC wealth, things, what nature has to offer	reject "protect" on its own for bienes, reject goods	[1]

Section A – Listening & Writing

Tarea 2:				
Q	Answer	Notes	Reject	M
(a)	(ayudar a los directores de las compañías a) coordinar mejor el (mundo del) trabajo con la vida familiar / crear en el trabajo un ambiente positivo hacia la familia. (1)	ACC cordinar	acordonar, acordinar	[1]
(b)	Que es un país donde la familia es importante. (1)			[1]
(c)	(Sólo) el siete por ciento de las empresas españolas <u>son responsables hacia la familia</u> . (1)	ACC hacía	así a for hacia	[1]
(d)	Mil empresas participaron (en el estudio/ en la encuesta). (1)			[1]
(e)	La dirección/ los directores/ la empresa. (1)			[1]
(f)	Hay candidatos más variados <u>para los trabajos</u> . (1)			[1]

Q	Answer	Notes	Reject	M
(g)	Quieren tener una semana laboral más corta. (1) Para tener una vida fuera del trabajo. (1)			[2]
(h)	El horario de trabajo / cuando llegan al trabajo/ cuando salen del trabajo (1)	ACC piden la flexibilidad de... ACC la entrada y la salida ACC in (g)	la flexibilidad (de) entrada y salida	[1]
(i)	Si la empresa trata bien a los empleados (1) Trabajarán/ producirán más/mejor. (1)	ACC recognisable transcriptions	cuanto mejorse a al tratamiento	[2]
(j)	Tienen un mayor equilibrio en su vida. (1)			[1]
(k)(i)	Trabajan muchas horas (IF horarios extendidos, a verb needed) (1)			[1]
(k)(ii)	<u>Piengan que</u> están trabajando productivamente/ No son productivos. (1)	ACC confunden la presencia con la productividad. ACC in (k)(i)		[1]
(l)	(Piengan que tienen que) ser estrictos (1)			[1]

Q	Answer	Notes	Reject	M
(m)(i)	Necesitan <u>tiempo e imaginación</u> . (1)	Both needed		[1]
(m)(ii)	No necesitan dinero. (1)		mucho dinero	[1]
(n)	Los empleados faltan menos al trabajo. (1) Usan nuevas tecnologías (1) Son más colaboradores. (1)	ACC usar se usan		[3]
20 marks for Comprehension				
5 marks for Quality of Language (Accuracy) – Grid C.1				
Total			Section A	[35]

GRID C.1

ACCURACY 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.

Section B – Reading & Writing

Tarea 3:				
Q	Answer	Notes	Reject	M
(a)	se firmó el contrato			[1]
(b)	unirá tres de las principales zonas urbanas del país	Accept only these answers, with no spelling mistakes, no extra words and no missing words. Allow missing accents.	any spelling mistakes. extra words. missing words.	[1]
(c)	una velocidad inaudita			[1]
(d)	el ingreso a la modernidad			[1]

Tarea 4:				
Q	Answer	Notes	Reject	M
(a)	habrá/ circulará (future reference)			[1]
(b)	terminarán/ habrán terminado (future referente)			[1]
(c)	tendrán (future reference)			[1]
(d)	tienen / contienen			[1]
(e)	supera/ excede	ACC es más de	other tenses	[1]
(f)	querrán / van a (future referente) usando / usarán	ACC querrán ACC Viajando en, usarán		[1] [1]

Tarea 5:				
Q	Answer	Notes	Reject	M
	Principio 1 -- D termination Principio 2 -- A termination Principio 3 -- F termination Principio 4 -- E termination			[1] [1] [1] [1]

Tarea 6:				
Q	Answer	Notes	Reject	M
(a)	por su lamentable estado / para compararlos con los nuevos (1)	ACC any reasonable expression of the idea that the trains are not good.	mention of passengers' club	[1]
(b)	no funcionan (1)		trabajan	[1]
(c)	se ausentó del <u>trabajo</u> /No fue al <u>trabajo</u> (1)	Must mention work	perdió su trabajo	[1]
(d)	porque <u>se reduce</u> la productividad (1) <u>a causa del servicio</u> defectuoso de trenes (1)	For the 2 nd mark, the two ideas must be linked.		[2]
(e)	serán reconstruidas. (1)			[1]
(f)	viajar fácilmente/ viajar sin problema (1) entre las grandes ciudades (1) a precios atractivos (1)	ACC flexible	Rej. Attractive for the economy	[3]
(g)	porque creará mucho trabajo. (1)			[1]

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2 TRANSFER OF MEANING 10 marks AO2	
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2: Exceptional responses and marks to award:

- 1 Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
- 2 The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

	Spanish	English	accept	reject
1	Las Orquestas Juveniles son el orgullo de su nación	The youth orchestras are the pride of their country	heroes	stars,royalty,part
2	como los futbolistas lo son en otros países.	in the way that footballers are in other countries.		juvenile, young do (for are) <u>the</u> footballers*
3	Existen desde que se creara un organismo, o "Sistema"	They have existed since an organization or System was created	body	organism, exist, existed
4	que despertó la admiración de todo el mundo.	which has aroused/ earned the admiration of the whole world/ every one.	awakened/has had	awoke / woke up, present tense
5	Además de ser un placer para el oído, son un arma para la transformación social.	As well as being a pleasure to the ear, they are a weapon for social transformation.		ademas: much more than for arma: way towards, army <u>the</u> social transformation * (penalize article once)

Total: 10 marks

Tarea 8:				
Q	Answer	Notes	Reject	M
(a)	forman parte de (1)	ACC vienen de, son de	in all, any re-use of identical word as in question	[1]
(b)	decidió/ Tuvo la idea / intención de (1) poner fin a la falta de dinero/ recursos (1)	se dispuso a = idea of setting himself a task ACC pobres in answer	pensó que	[2]
(c)	una manera de cambiar/ modificar (la sociedad/ al individuo) (1)	ACC un arma para la transformación social		[1]
(d)	conciertos/ eventos/ espectáculos aplaudidos/ exitosos/ populares (1)	ACC mejores		[1]

Tarea 9:				
Q	Answer	Notes	Reject	M
(a)	no reciben una formación adecuada. (1)	key idea: training	if they have much energy, nothing else to do	[1]
(b)	son desarrolladas / se desarrollan cuando los jóvenes aprende a tocar un instrumento/el piano o la flauta. (1)	idea of use of skills <u>in music</u>		[2]
(c)	apoyan/ desean apoyar a los jóvenes/ son organizaciones estables. (1)			[1]
(d)	participan en las (600) orquestas/ las actividades/ en hacer música (1)			[1]
(e)	es el próximo destino para la orquesta. (1)	any idea that orchestra <u>will</u> play in US	EEUU hará una serie de conciertos	[1]

Tarea 10:				
Q	Answer	Notes	Reject	M
(a)	Normalmente se alejan de ellas. [1]	ACC olvidarlas. Key is rejection.		[1]
(b)	Malgastan/ pierden el tiempo. [1]	Key: poor use of time		[1]
(c)	Rescatar jóvenes (en peligro). [1]	ACC ayudar		[1]
(d)	En el instinto musical venezolano. [1]	Key: (tradition of) Venezuelan music		[1]
(e)	Fue ladrón. [1]			[1]
(f)	Robar el instrumento. [1]	ACC vender		[1]
(g)	Es profesor de música/ enseña la música. [1]		reject: in orchestra	[1]
(h)	Por el miserable salario de su madre/ porque su madre ganaba tan poco. [1]			[1]
(i)	Empezó a trabajar como músico profesional/ en la orquesta de Berlín. [1]	must mention 1 detail of work that he has, i.e. músico or en una orquesta	just un contrato	[1]
(j)	Porque él pasó por el Sistema/ tocó un instrumento en una de las orquestas. [1]		he was a specialist	[1]
			Comprehension	[20 marks]
			Quality of Language (Accuracy, Grid C.1)	[5 marks]
			Section B Total	[60]

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.

Section C – Writing

Mark one essay, using grids N, O, C.2 and F.2

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.

Grid N guidance

3–4 – No specific example from TL = cap 4

5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative

7–8 – Imaginative and/or original response to task – applies mainly to imaginative

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.
3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

Grid O guidance

6–9 – Straight narration = more 6/7

Evidence of some argument = more 8/9

10–12 – If it is really “coherent” award 12

GRID C.2		QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2		QUALITY OF LANGUAGE (RANGE) 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.		0–2	Only simple sentence patterns . Very limited vocabulary. Very limited range of structures .	
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.		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	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 .		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	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.		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	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .		9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .	

Total for section C: 45 marks

Total for paper: 140 marks

Grid C.2 guidance

0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns).
Frequent first [= *other*] language interference.

3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements).
Candidate's first [= *other*] language.
Meaning may be unclear; more wrong than right.

5–6 – Wrong/right = 50/50

7–8 – More right than wrong.

Grid F.2 guidance

5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.

7–8 – Effective = *good*.
Reads easily.

9–10 – idiom ≠ *idioms*.

Transcripts of Listening texts**Task 1. Transcript.****Interviewer M introduces and interviewee F speaks the remainder.**

En sus variadas zonas ecológicas América Latina goza de un 20 por ciento de todas las especies animales del planeta y un 23 por ciento de los bosques del mundo. En tu opinión, Ariana, ¿se puede defender el uso que hacemos de la naturaleza?

No se puede defender de ninguna manera. Mira, aunque en Latinoamérica disponemos del doce por ciento de las tierras útiles del planeta, ni siquiera las usamos para producir suficiente comida para nuestra población.

Pero lo más preocupante es que la economía de nuestros países depende en gran escala de sus recursos naturales, y son estos lo que constituye el motivo principal de nuestro abuso de la naturaleza.

Hay un elemento positivo, que es que en los últimos años se dieron pasos importantes hacia leyes que garanticen la preservación del medio ambiente.

Pero estos avances no alcanzaron el nivel de una protección auténtica. Un ejemplo está en el Parque Pumalín: el Parque fue creado con la intención de preservar el bosque de la explotación, pero, a pesar de ese fin benéfico, todavía se está proponiendo una gran carretera que va a atravesar las tierras del parque.

Los gobiernos deben asumir un papel más responsable incorporando una fuerte protección ambiental a tales proyectos de desarrollo, si es que realmente son necesarios.

La protección del medio ambiente no es ningún juego. Hace falta comprender que un desastre ecológico fácilmente puede acabar en pobreza para la mayoría de la población.

Y es por eso que subrayo también el papel de la participación de esa misma población para que la gente colabore en conservar los bienes que nos ofrece la naturaleza.

Tarea 2. Transcript**1 M presenter. 1 F interviewee.**

Nuria, ¿me puedes explicar lo que hace el Centro Internacional Trabajo y Familia?

Queremos ayudar a los directores de las compañías a coordinar mejor el trabajo con la familia, en otras palabras crear en el trabajo una actitud positiva hacia la familia.

Pero esta actitud ya existe, ¿no?, porque España tiene fama de ser un lugar donde la familia es de lo más fundamental.

Pues siento tener que decirte que precisamente ayer presentamos un estudio que muestra lo contrario: que sólo el siete por ciento de las empresas españolas se pueden considerar como responsables hacia la familia.

Y mira, este estudio se realizó mediante una encuesta en la que participaron 1 000 empresas.

Dime Nuria, ¿por qué es importante este tema para los jefes de una compañía?

Bueno, con un buen ambiente que acoja a todos, las ventajas recaen claramente en la dirección de la empresa antes que en el personal.

Lo que se ha revelado en seguida es que, a la hora de contratar a nuevos empleados, se presenta una gama más variada de candidatos.

Pero ¿son personas aptas para el mundo comercial de hoy?

Sin lugar a dudas. Hay una nueva generación que desea trabajar pero con una semana laboral más corta para tener vida fuera del trabajo.

Otro ejemplo de lo que piden es la flexibilidad de entrada y salida, nada más.

Sigo sin ver la ventaja comercial para la compañía.

La primera ventaja es que... cuanto mejor sea el tratamiento del personal, mejor marchará la empresa.

Y en segundo lugar, los empleados logran un mayor equilibrio en su vida y como consecuencia les hacen mucha ilusión las nuevas ideas y todas las demás innovaciones en el trabajo.

Con tantas consecuencias positivas, ¿por qué son tan pocas las compañías que hacen lo que recomiendas?

Es cuestión de cambiar la manera de pensar. En cuanto a los empleados, hay una tradición de horarios extendidos en España, lo que les ha llevado a confundir presencia con productividad. Y muchos directores en España piensan que su trabajo está en ser estrictos y que si no lo son, no van a obtener resultados buenos.

Lo atractivo de todos estos cambios es que, más que costar dinero, estas políticas requieren solo imaginación y tiempo.

Además, con este sistema, las compañías aun pueden gastar menos dinero. Van a ver que sus empleados faltan menos al trabajo por tener una vida más sana; están más dispuestos a usar nuevas tecnologías menos costosas; y colaboran más activamente siempre que haya un problema.

Grade Thresholds

AS GCE/Advanced GCE Spanish (H077 H477)
January 2010 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F721	Raw	60	46	41	36	31	27	0
	UMS	60	48	42	36	30	24	0
F722	Raw	140	115	104	93	82	71	0
	UMS	140	112	98	84	70	56	0
F724	Raw	140	108	95	82	69	56	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
H477	400	320	280	240	200	160	0

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

	A	B	C	D	E	U	Total Number of Candidates
H077	23.94	57.75	84.51	91.55	97.18	100	143
H477	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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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