



General Certificate of Education

Spanish 5696

SP01 Young People Today

Mark Scheme

2006 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Unit 1

The assessment objectives will be allocated in the following way.

| | | % of AS | Marks |
|-----|------------------------------|----------------|--------------|
| AO1 | Response to spoken language | 10 | 30 |
| AO2 | Response to written language | 15 | 45 |
| AO3 | Knowledge of grammar | 10 | 30 |
| | TOTAL | 35 | 105 |

The marks will be allocated in the following way

| | AO1 | AO2 | AO3 |
|-------------------------|------------|------------|------------|
| Short listening pieces | 15 | | |
| Longer listening pieces | 15 | | 10 |
| Short reading texts | | 25 | 10 |
| Longer reading text | | 20 | 10 |

Unit 1 – Young People Today

General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of $3 - 1 = 2$ will be awarded.
- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- In awarding marks for AO3 (Knowledge of Grammar) for answers in response to the **reading passages**, examiners should take into account to what extent the candidate has attempted to use his/her own words. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.

For answers in response to the **listening passages**, candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for AO3, although there will have to be a certain amount of accuracy in spelling, and some attempt at manipulation (eg in changing the verb endings to suit the third rather than the first person).

- English spellings are not accepted unless the word is spelt the same in both languages.
- “Rubric” should be written in margin if in wrong language and give ‘0’ (unless numbers or place names are involved).
- Where marks are awarded for Quality of Language, the principle to be applied is that the Quality of Language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:
 1. If the maximum mark for comprehension and Quality of Language is the same, the mark awarded for Quality of Language may not exceed the mark awarded for comprehension.
 2. If the maximum marks for comprehension and Quality of Language are not the same, the maximum mark which may be awarded for Quality of Language is indicated by a table (see individual questions).

Part A

1.

| | |
|-----|---|
| (a) | the programme makers |
| (b) | Spanish language and literature |
| (c) | South America, Middle East, Japan, Philippines, Australia (any 3) |
| (d) | Monday - Saturday |
| (e) | on short wave / satellite / Radio 1 / RNE medium wave / FM / Internet (any 2) |

5 marks (A01)

2.

| | |
|-----|--|
| (a) | a finales del verano |
| (b) | siempre |
| (c) | el peso con el que uno se encuentra cómodo |
| (d) | siempre la misma comida |
| (e) | a las personas más vulnerables |

5 marks (A01)

3.

| | |
|-----|---|
| (a) | H |
| (b) | E |
| (c) | B |
| (d) | A |
| (e) | G |

5 marks (A01)

Total for Part A = 15 marks

Part B

4. (Any equivalent rendering acceptable).

| | Key Idea | Marks | Accept | Reject |
|-----|---|--------------|------------------------------|---------------|
| (a) | Porque existe desde hace veinticinco años | 1 | | |
| (b) | Para que haya menos obstáculos / menos tiempo / menos dinero / y sobre todo menos sufrimiento / para reducir los (any 3) | 3 | | |
| (c) | Se necesita casi tres años (must have casi or hasta) | 1 | puede llegar a tardar 3 años | |
| (d) | (En 70% por ciento de los casos de separación,) violencia doméstica | 1 | | |
| (e) | Evitará la violencia + al suprimir el período de separación | 2 | | |
| (f) | Los abogados cobrarán menos dinero / la pareja no tendrá que pagar tanto a los abogados | 1 | | |
| (g) | Porque ahora no tendrá que justificar la separación + no habrá la necesidad de acusar / establecer un(a) culpable + citar evidencia etc (any 2) | 2 | | |
| (h) | Los padres tendrán más libertad para hablar del futuro de sus hijos+facilitará custodia compartida/4 noches con la madre/3 con el padre/alternando los fines de semana (any 3) | 3 | | |
| (i) | El juez siempre tendrá en cuenta el bienestar de los niños/hijos/menores | 1 | | |

15 marks (A01) + 5 marks for Quality of Language = 20 marks

The five marks for Quality of Language (A03) for questions (a) to (i) will be applied as follows:

NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

| | |
|-----|--|
| 5 | The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures. |
| 4 | The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy. |
| 3 | There is some awareness of structure. There are still basic errors but communication is generally maintained. |
| 2 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-1 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired. |

Only answers marked correctly for comprehension can be considered for A03.

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 15, 14, 13 | 5 |
| 12, 11, 10 | 4 |
| 9, 8, 7 | 3 |
| 6, 5, 4 | 2 |
| 3, 2, 1 | 1 |
| 0 | 0 |

5.

| | Key Idea | Marks |
|-----|-----------------|--------------|
| (a) | facilitar | 1 |
| (b) | aprobada | 1 |
| (c) | elimine | 1 |
| (d) | quería / quiso | 1 |
| (e) | tomará | 1 |

5 marks (A03)

Total for Part B = 25 marks**Part C**

6.

| | |
|-----|--------|
| (a) | T |
| (b) | S |
| (c) | D |
| (d) | I |
| (e) | A |
| (f) | R |
| (g) | G or E |
| (h) | C |

Note: We have realised that E is so close that we should accept it as an alternative

8 marks (A02)

7.

| | | Marks |
|-----|---|-------|
| (a) | El informe estudió a españoles de menos de 30 años | 1 |
| (b) | Las chicas sufren peores condiciones de trabajo | 1 |
| (c) | Los chicos españoles no tienen el mismo nivel académico que las chicas | 1 |
| (d) | Muchas chicas terminan haciendo profesiones tradicionalmente femeninas | 1 |
| (e) | Se repetirá este estudio dentro de cuatro años | 1 |
| (f) | Las mujeres tienen que compaginar el trabajo con los quehaceres de casa | 1 |
| (g) | El tener niños afecta la carrera de la madre más que la del padre | 1 |

7 marks (A02)

8. (Any equivalent rendering acceptable).

| | Key Idea | Marks | Accept | Reject |
|-----|---|-------|----------------|--------|
| (a) | Porque muchas mujeres son víctimas de la violencia doméstica + o de la exclusión social. | 2 | | |
| (b) | Porque las mujeres en situación de urgencia + requieren una atención inmediata / se ven obligadas a abandonar sus casas | 2 | | |
| (c) | Sólo tienen lo que llevaban al abandonar sus casas + no tienen dinero | 2 | no tienen ropa | |
| (d) | Tratará de detectar los riesgos + y dará una telealarma a las mujeres amenazadas | 2 | | |
| (e) | Ha establecido una página web + para informar a las mujeres de las ayudas disponibles | 2 | | |

10 marks (A02) + 10 marks for Quality of Language = 20 marks

The ten marks for Quality of Language (AO3) for questions (a) to (e) will be applied as follows:

NB: Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

| | |
|------|--|
| 9-10 | The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures. |
| 7-8 | The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy. |
| 5-6 | There is some awareness of structure. There are still basic errors but communication is generally maintained. |
| 3-4 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-2 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired. |

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 10 | 10 |
| 9 | 9 |
| 8 | 8 |
| 7 | 7 |
| 6 | 6 |
| 5 | 5 |
| 4 | 4 |
| 3 | 3 |
| 2 | 2 |
| 1 | 1 |
| 0 | 0 |

Total for Part C = 35 marks

PART D

9. (Any equivalent rendering acceptable).

| | Key Idea | Marks | Accept | Reject |
|-----|--|--------------|---------------|---------------|
| (a) | Para repartir juguetes + a niños pobres / necesitados / que no tienen juguetes | 2 | | |
| (b) | Participan Radio Nacional de España (RNE), Iberia y fabricantes españoles de juguetes (any 2) | 1 | | |
| (c) | Lleva cuatro años repartiendo juguetes / los distribuye desde hace cuatro años | 1 | | |
| (d) | Encabezó la delegación + que recorrió (esta semana) las zonas más pobres y remotas / repartió juguetes a niños pobres | 2 | | |
| (e) | Pacientes (de un hospital) + del barrio pobre de Santo Domingo / del barrio de Cristo Rey / de un barrio de Santo Domingo | 2 | | |
| (f) | Para ayudar a los niños a tolerar el estrés + del período postoperatorio | 2 | | |
| (g) | Esperaban sentados / vestidos con sus uniformes / al sol (any 2) | 2 | | |
| (h) | No querían sacarlos del plástico / no abrieron el paquete etc | 1 | Tenían miedo | |
| (i) | Querían observar / observaban la distribución de juguetes | 1 | | |
| (j) | Deberíamos persuadir a nuestro gobierno para que contribuya más contribuir a sociedades voluntarias buscar la justicia para todos establecer gobiernos democráticos en todos los países evitar la explotación no comprar productos de empresas que explotan a los pobres eliminar la corrupción eliminar las deudas de países pobres | 6 | | |

20 marks (A02) + 10 marks for Quality of Language = 30 marks

The ten marks for Quality of Language (AO3) for questions (a) to (j) will be applied as follows:

NB: Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

| | |
|------|--|
| 9-10 | The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures. |
| 7-8 | The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy. |
| 5-6 | There is some awareness of structure. There are still basic errors but communication is generally maintained. |
| 3-4 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-2 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired. |

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 20, 19 | 10 |
| 18, 17 | 9 |
| 16, 15 | 8 |
| 14, 13 | 7 |
| 12, 11 | 6 |
| 10, 9 | 5 |
| 8, 7 | 4 |
| 6, 5 | 3 |
| 4, 3 | 2 |
| 2, 1 | 1 |
| 0 | 0 |

Total for Part D = 30 marks
Total for Paper : 105 marks