



General Certificate of Education

Spanish 5696

SP01 Young People Today

Mark Scheme

2006 examination - June 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).

NB underlined items = must have (in Questions 1, 4, 8, 9)

Part A

1.

		Reject
(a)	In the (Ventas) <u>Bullring</u> .	La Plaza de Toros, square
(b)	It is his <u>first</u> in Madrid / his <u>home town</u> for (more than) <u>3 years</u> .	
(c)	A <u>few days ago</u> .	couple
(d)	He wants to make : <u>an album</u> / some <u>new music in English</u> .	in England
(e)	<u>More than</u> 40,000.	

5 marks (AO1)

2.

(a)	V
(b)	F
(c)	F
(d)	V
(e)	N

5 marks (AO1)

3.

(a)	G
(b)	A
(c)	B
(d)	I
(e)	D

5 marks (AO1)

Total for Part A = 15 marks

Part B

4. (Any equivalent rendering acceptable).

	Key Idea	Marks	Accept	Reject
(a)	Es el problema de la <u>obesidad</u> infantil / muchos son <u>obesos</u> / tienen <u>exceso de peso</u> .	1		
(b)	El <u>16%</u> / 16 por ciento están afectados / sufren <u>obesidad</u> . (16% = 1 mark, but not considered for AO3)	1		
(c)	Los españoles han importado <u>hábitos de alimentación</u> de <u>otros países</u> (que tienen comida menos rica/saludable) + están <u>abandonando la dieta mediterránea</u> .	2		
(d)	Pueden aprender la importancia de <u>una dieta buena</u> / <u>lo que puede ser bueno</u> / <u>*la importancia de la fruta y de las verduras</u> (any 2) (see note below)	2		NB not fruta y verduras if given in (f)
(e)	Porque es una manera <u>divertida</u> de aprender + <u>les gusta usar el Internet</u> .	2	(se trata de) un juego	
(f)	Para enseñar a los niños <u>la importancia de la dieta</u> / <u>*la importancia de la fruta y de las verduras</u> (see note below) / de una manera <u>divertida</u> / les ayudará a <u>vigilar</u> la dieta de los niños / pueden <u>jugarlo</u> con los niños / sirve como un <u>instrumento de educación</u> para los niños sobre hábitos alimentarios (any 3)	3		NB not fruta y verduras if given in (d)
(g)	Los responsables pueden <u>mejorar los menús diarios</u> .	1		
(h)	Asociaciones de <u>consumidores</u> + de <u>Europa/Bélgica/Italia</u> han participado/realizado/llevado a cabo este proyecto (first element + any 2 others)	3		

* If 3 correct elements in (f) + fruta y verduras this can be credited under (d) if a spare mark is available.

NB this phrase should not be credited in both (f) and (d)

15 marks (AO1) + 5 marks for Quality of Language = 20 marks

The five marks for Quality of Language (A03) for questions (a) to (h) 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.

(a)	ha sido / fue	1
(b)	valoren	1
(c)	podrán / van a poder	1
(d)	darse	1
(e)	se encuentra	1

5 marks (AO3)**Total for Part B = 25 marks****Part C****6.**

(a)	H
(b)	A
(c)	D
(d)	G
(e)	I
(f)	K
(g)	F
(h)	B

8 marks (AO2)

7.

	Key Idea	Marks	Accept
(a)	perdió > ganó / consiguió / obtuvo / logró	1	alcanzó
(b)	decepción > ambición / entrenamiento	1	entrenar; formación
(c)	presuntuosa > modesta / humilde / sencilla	1	
(d)	del mundo > mejicanas / de Méjico / del país / de su país / patria	1	
(e)	igualar > romper / batir / mejorar / superar	1	
(f)	amigas > rivales / iguales / competencia / concurrencia	1	
(g)	en tercera posición > primera / llevarse la medalla de oro	1	

7 marks (AO2)

8.

	Key Idea	Marks	Accept	Reject
(a)	Ha dado ayudas <u>económicas</u> + de <u>dos millones</u> de euros.	2		
(b)	<u>Ofrecerán un mejor servicio / Mejorarán sus facilidades / y emplearán más personal / para mejorar etc/</u>	2		
(c)	Podrán instalar <u>mejores facilidades</u> + y comprar <u>nuevos equipos</u> .	2		
(d)	Son instituciones situadas en <u>barrios pobres / desfavorecidos/marginados</u> . (any 2)	2		
(e)	Porque la educación <u>prepara a los futuros adultos</u> + hay que <u>mejorar la calidad de la educación</u> .	2		

10 marks (AO2) + 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.

	Key Idea	Marks	Accept	Reject
(a)	Se obtuvieron en un <u>censo</u> .	1		not if in Valencia
(b)	Hay <u>padres e hijos + abuelos (y a veces bisabuelos)</u> . / varias generaciones (= 1)	2	varias generaciones en la misma casa = 2	
(c)	Se encuentran en <u>pueblos de menos de 1.000 habitantes</u> .	1		
(d)	(Galicia) es la región que tiene el mayor número de familias de tres generaciones.	1		
(e)	La tendencia es que cada vez <u>más personas viven solas</u> / hay más familias <u>pequeñas</u>	1		
(f)	Pueden ayudarlos con su <u>experiencia + y conocimientos</u> .	2		
(g)	Los abuelos <u>pueden cuidar de los niños + mientras los padres trabajan</u> .	2		
(h)	<u>para responder al nuevo rol</u> de los abuelos / <u>para prepararlos para cuidar de sus nietos</u> .	1		
(i)	Sabrán <u>preparar comidas para sus nietos + dar primeros auxilios + cuidar de los bebés</u> .	3		
(j)	<p>Ventajas:</p> <ul style="list-style-type: none"> los abuelos pueden <ul style="list-style-type: none"> ayudar en casa ayudar con los niños contribuir a los gastos ahorrar los gastos del asilo de ancianos cuidar de la casa cuando la familia no está los abuelos tendrán <ul style="list-style-type: none"> la sensación de contribuir seguridad un estatus dentro de la familia tiempo con sus hijos y nietos los niños podrán <ul style="list-style-type: none"> aprender respeto a los mayores <p>Desventajas:</p> <ul style="list-style-type: none"> la familia tendrá <ul style="list-style-type: none"> menos intimidad que tolerar la senilidad de los abuelos que cuidar de los abuelos que callarse / no hacer demasiado ruido 	6		

20 marks (AO2) + 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