

Combined Mark Schemes And Report on the Units

January 2006

3863/7863/MS/R/06J

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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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AS GCE/Advanced GCE SPANISH – 3863/7863

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**Mark Scheme 2671
January 2006**

Marking Scheme: Unit 2651 (French), 2661 (German), 2671 (Spanish)
Total: 60 marks**Components 01, 02 and 03: Speaking****Section A Role-play**

Response to written text	5 marks (AO2)	[Grid 1A]
Response to Examiner	5 marks (AO1)	[Grid 1B]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section B

Topic presentation	20 marks (AO4)	[Grid 1D]
Topic discussion		
Spontaneity and fluency	15 marks (AO1)	[Grid 1E]
Pronunciation and intonation	5 marks (AO1)	[Grid 1F]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section A Role-play: Grids 1A and 1B**10 marks****Grid 1A: Response to written text****0-1 Very Poor**

Little use made of stimulus material. Supplies one or two of the key points, but with many gaps and no detail.

2 Poor

Some attempt made to use the stimulus material, but covers less than half the key points. Many omissions or points not conveyed clearly.

3 Adequate

Performance is inconsistent. Makes a reasonable attempt to use the stimulus material. Covers about half of the key points, but there are some gaps.

4 Good

Makes good use of stimulus material. Covers over half the key points with some detail, but does not extend quite far enough to qualify for very good.

5 Very Good

Makes full use of the stimulus material. Covers virtually all the key points clearly supported by detail.

Grid 1B: Response to Examiner**0-1 Very Poor**

Barely able to respond to many of the Examiner's questions. Shows very little initiative or imagination. Unable to react to Examiner's comments.

2 Poor

Some attempt to carry out the task but with limited success. Responses to the Examiner frequently inadequate. Shows little initiative or imagination.

3 Adequate

Inconsistent. Responds satisfactorily to the Examiner, but does not extend a great deal. Some quite good replies but some omissions.

4 Good

Completes the task successfully, showing initiative and imagination most of the time. Is able to keep the momentum going. Extends quite well, but could have gone a little further.

5 Very Good

Completes the task successfully, responding fully to the Examiner's questions and showing initiative and imagination throughout. Takes charge of the conversation. A convincing performance.

Grid 1C: Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

Section B

45 marks

Topic presentation: Grid 1D

20 marks

Note: The Examiner awards a mark for this grid on the basis of candidates' presentations. Candidates are initially placed in the middle of the mark band, which is considered to be appropriate to their performance in the presentation. Following the subsequent discussion the mark may be adjusted within the band or even into a higher or lower band.

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The Examiner should adapt the general statements below to the specific topic being addressed. Grid 1D focuses on (i) knowledge and factual information; (ii) evidence of planning and preparation; (iii) quality of exposition and presentation. Other issues, such as ideas, opinions and the ability to enter into debate about the topic are dealt with when assessing the discussion (see Grid 1E).

0-4 Very Poor

Conveys very little information about the subject. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously, and not to have planned with care. Poor and hesitant presentation.

5-8 Poor

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of planning and preparation, but presentation is pedestrian.

9-12 Adequate

Solid base of information with evidence of preparation and planning. Material is factually adequate, but with no evidence of wider reading. Material may not always be relevant. Exposition of topic is worthy but somewhat stilted.

13-16 Good

Good exposition and sound organisation of the topic. Makes relevant factual points. Well-informed with a range of relevant factual information. Well planned and organised material. Good exposition of topic.

17-20 Very Good

Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues. Detailed planning evident and topic presented with style and flair.

Note: If candidates fail to relate the Presentation/Discussion to aspects of the society or culture of the country or community where

the language is spoken then the maximum mark that can be achieved is 8/20 on Grid 1D.

If, in response to the Examiner's questions, there is some superficial reference subsequently made then this could rise to a maximum of 9/20. If more than a superficial reference is made then the full range of marks in the Adequate band can be accessed.

Topic discussion: Grids 1E, 1F and 1C **25 marks**

Grid 1E: Spontaneity and fluency **15 marks**

0-3 Very Poor

Has very little to offer by way of ideas and opinions. Much irrelevance or superficiality. Cannot really cope with Examiner's non-factual questions. Slow, with frequent pauses. Fluency confined to pre-learnt material.

4-6 Poor

Beginning to develop ideas and opinions, but very patchy. Can respond intelligently to a few of Examiner's non-factual questions. Beginnings of fluency but with some inconsistency or hesitancy.

7-10 Adequate

Shows some ability to develop ideas and opinions and can respond intelligently to a number of the Examiner's non-factual questions. Reasonably fluent and spontaneous.

11-13 Good

Increasing ability to develop ideas and opinions. Can respond intelligently to almost all the Examiner's non-factual questions. Fluent and spontaneous much of the time.

14-15 Very Good

Able to develop ideas and opinions well. A very fluent and spontaneous performance throughout.

Grid 1F: Pronunciation and intonation**5 marks****0-1 Poor**

Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.

2-3 Adequate

A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.

4 Good

Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.

5 Very Good

Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 1C: Quality of Language**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

**Mark Scheme 2672
January 2006**

Modern Languages at Advanced Subsidiary**UNIT 2, Listening, Reading and Writing.**

The following general principles apply to the marking of Unit 2 in French, German and Spanish.

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 Alternatives: The award of marks is not necessarily dependent on the specific wording in the mark scheme; other wordings will score the marks, provided they are semantically equivalent. Acceptable alternatives will be discussed at the examiners' meeting and the mark scheme amplified accordingly.
- 4 Copying of material: Candidates are instructed that they may use expressions of up to 5 words from the text **unchanged**. In practice, there is likely to be little opportunity for extensive "lifting" to occur (only in extended writing exercises); where it does happen, the general rule is that the lifted material should be bracketed and discounted for the purpose of assessing the quality of the language.
- 5 Grammar and spelling: In **Section 2C** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids. In the English exercise spelling, punctuation and grammar should be assessed under grid 2B.
- 6 Rubric infringements: The most likely rubric infringement in these papers would be answering in the wrong language. Where this occurs, no marks should be awarded.

Any other rubric infringements should be drawn to the attention of the Principal Examiner.
- 7 Particular points relating to Unit 2
 - 7.1 If some of the verbal questions have been omitted, Quality of Language (grid 2A) should be assessed as normal and then the resulting mark will be reduced pro rata (see additional grid in mark scheme).
 - 7.2 Incorrect answers in the target language: assess the language element provided that the candidate has attempted a response to the question.
 - 7.3 Totally irrelevant, or pre-learnt all-purpose answers should score no marks.
 - 7.4 Answers in English, other than in Unit 2, Section 2B, should score no marks.
 - 7.5 The use of the familiar pronoun in the Writing task should be regarded as a "serious error" in the language criteria
 - 7.6 Transfer of meaning exercise: if a candidate has only attempted part of the translation, assess as follows:

if they have attempted 50%+ of the translation, assess the 2B mark as normal and do not adjust
if they have attempted 25-50%, maximum 2B mark = 3
if they have attempted less than 25%, maximum 2B mark = 2

- 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension. $\frac{1}{2}$ marks to be allowed in comprehension questions (to be rounded up at the end of the **paper**).
- 7.8 Fluency of style and appropriateness of vocabulary should be ignored under grid 2B but will be discussed under the details of the comprehension points.
- 7.9 Transfer of meaning into the target language (grid 2C): For each point not attempted, deduct $\frac{1}{2}$, **after** arriving at the overall language mark.
- 7.10 Vocabulary should be considered under 'structure'.
- 7.11 Do not penalise candidates who write more than 100 words.
- 7.12 Inappropriate register should be reflected in the language mark.

Symbols Unit 2

Please use the following symbols on all scripts to indicate marks awarded and any deductions.

- 1 Tick each point for which a whole mark is awarded. Write $\frac{1}{2}$ for a half-mark.
- 2 Draw a single line **under** any incorrect answer for which no marks are awarded (or, as appropriate, mark it with a cross). Write a zero to indicate no marks.
- 3 Draw a double line under any language errors [in parts of the examination where language is to be marked].
- 4 Indicate omitted information by a caret sign (λ).
- 5 Indicate superfluous information or clumsiness in language by a wavy line.
- 6 In translation exercises, indicate the end of each sub-section by the symbol //.
- 7 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 8 For each question or section, write the mark awarded in the righthand* margin. At the end of the exercise write the total marks, **and ring this figure**. Allow any half-marks to stand.

* Left-handed markers may use the left hand margin.
- 9 At the end of each exercise total the marks awarded, **and ring this figure**. Allow any half marks to stand.

Arriving at the final mark

Transfer the ringed totals for each exercise to the boxes on the front cover. Total these marks, rounding up any remaining half mark, and write the final total in the box on the front cover. On the OMR marksheet enter **the final total only**.

Task 1**5 marks**

- (a) V
- (b) F
- (c) ?
- (d) F
- (e) V

Task 2**5 marks**

(a)	“Quiero una empresa con mucha experiencia.”	✓
(b)	“Voy a necesitar crédito para la reparación.”	
(c)	“La nevera ha dejado de funcionar.”	✓
(d)	“Quiero renovar las ventanas del apartamento. “	
(e)	“Necesito una nueva puerta para una lavadora alemana.”	
(f)	“Me falta tiempo para cuidar el jardín.”	
(g)	“Tenemos un escape de agua en la cocina.”	✓
(h)	“La chimenea de mi casa está en mal estado.”	
(i)	“Por la mañana hace calor en un lado de la casa y por la tarde en la otra.”	✓
(j)	“Sólo puedo gastar una cantidad limitada en ponerme una nueva ducha.”	✓

Task 3**10 marks**

- (a) E (L) famoso (popular)
- (b) B aprensivo
- (c) A alto
- (d) F favorito
- (e) I optimista
- (f) D cansado
- (g) G (H) joven (menor)
- (h) J organizado
- (i) L popular
- (j) M promocionado

Task 4**10 marks**

- (a) E
- (b) H
- (c) F
- (d) C
- (e) O
- (f) R
- (g) M
- (h) S
- (i) L
- (j) B

Task 5

15 marks

- (a) La semana pasada / hace unas semanas / el verano pasado ✓
 (b) Estaba ocupado ✓ / estaba enfermo / estaba de vacaciones
 (c) 1 Ha encontrado un local
 1 que es lo que han especificado / quieren
 (d) 1 En la salida (condicional on autopista)
 1 de la autopista A-11
 (e) 1 le explicó los planes
 1 que tienen los señores de Hill
 (f) 1 Porque (los planes) encajan con la política comercial del Centro
 1 de crear un ambiente internacional
 (g) su precio/su situación ✓ / su tamaño
 (h) 1 (que hagan) una inspección (personal)
 1 cuanto antes
 (i) 1 hay otros interesados
 1 no estará disponible mucho tiempo

Grid 2A: Listening

5 marks

0-1	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.
2	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.
3	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.
4	<i>Good</i>	Accuracy generally quite consistent, but there may be errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.
5	<i>Very Good</i>	High and consistent level of accuracy. Only minor slips. Confident use of a range of structures. Virtually no problems in transcriptions from the spoken word.

Tarea 6 - Ejercicio de lectura

[15 marks + 5 marks for quality of English]

1 point for each section: ½ marks allowed on sections where indicated with a /

- 1 The (empty) premises are a former cafeteria / on the first floor of the shopping centre
- 2 It's in a fairly privileged situation / in a wide corridor
- 3 Which leads from the escalators to the multiscreen cinema which forms part of the Centre
- 4 Because of this there is a guarantee / of a constant flow of potential clients
- 5 According to the administration / the number of people passing through the zone
- 6 Varies between 100 and 500 an hour / with an average of 270
- 7 During the 14 hours of daily public access
- 8 The premises have a total area / of about 400 square metres
- 9 And I think that we could obtain (quite) favourable conditions/rent
- 10 Because at the moment it needs redecorating / due to a small fire
- 11 Which happened when it was (working as) a cafeteria
- 12 The basic services were not affected / and after looking at your file
- 13 (I think) the premises fulfil all the conditions you specified
- 14 If you are (still) interested / I would like to arrange an appointment as soon as possible
- 15 (So) (I would be grateful if you would) give me an idea of your availability for the near future

Grid 2B: Quality of written English

5 marks

0-1	<i>Very Poor</i>	Major and persistent errors in grammar, punctuation and spelling.
2	<i>Poor</i>	Frequent serious errors in grammar, punctuation and spelling.
3	<i>Adequate</i>	Still a number of errors in grammar, punctuation and spelling, some of them serious.
4	<i>Good</i>	Very accurate with only a few minor errors in grammar, punctuation and spelling.
5	<i>Very Good</i>	Excellent, almost faultless grammar, punctuation and spelling.

Tarea 7**[10 marks]**

- 1 Thank you for your message
- 2 We found the extra information very interesting
- 3 We would very much like to inspect the premises
- 4 but we need to know the price per square metre
- 5 We also need to have the contract as soon as possible
- 6 So that we can go over it with our lawyer
- 7 Would you please fax me it with details of the rent
- 8 and a plan showing the exact position of the premises
- 9 I will be in Torre del Mar within a couple of days
- 10 and will ring you to make an appointment

[NB Use of "tú" = maximum 8]

Grid 2C: Writing

10 marks

0-2	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.
3-4	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.
5-6	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.
7-8	<i>Good</i>	Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.
9-10	<i>Very Good</i>	High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

**Mark Scheme 2673
January 2006**

Modern Languages at Advanced Subsidiary**UNIT 3, Reading and Writing**

The following general principles apply to the marking of Unit 3 in French, German and Spanish.

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 Alternatives: The award of marks is not necessarily dependent on the specific wording in the mark scheme; other wordings will score the marks, provided they are semantically equivalent. Acceptable alternatives will be discussed at the examiners' meeting and the mark scheme amplified accordingly.
- 4 Copying of material: Candidates are instructed that they may use expressions of up to 5 words from the text **unchanged**. In practice, there is likely to be little opportunity for extensive "lifting" to occur (only in extended writing exercises); where it does happen, the general rule is that the lifted material should be bracketed and discounted for the purpose of assessing the quality of the language.
- 5 Grammar and spelling: In **Section B** the quality of the FL in which the Writing task is expressed is assessed under the appropriate assessment grids.
- 6 Rubric infringements: The most likely rubric infringement in these papers would be answering in the wrong language. Where this occurs, no marks should be awarded.

Any other rubric infringements should be drawn to the attention of the Principal Examiner.

- 7 Particular points relating to Unit 3
 - 7.1 To avoid penalising candidates twice for the same fault, the language must be marked fully, even where the mark under 3A is very low or zero. In the case of a totally irrelevant piece of writing, the script should be referred to the Team Leader.
 - 7.2 Annotation of scripts: mark with a circled number any content point (show the mark in the right-hand margin). Mark with a tick in the left-hand margin any personal additions or imaginative points made by the candidate
 - 7.3 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Team Leader or Principal Examiner.
 - 7.4 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test). Put brackets round lifted sections. Discount lifted sections when assessing grid 3A.
 - 7.5 Quality of vocabulary should be rewarded under structure.

- 7.6 Responses which are irrelevant to the task and/or text should be assessed only for language.
- 7.7 Comprehension (grid 3B).
For 'Adequate', the candidate should refer to c.40% of the content points.
For 'Good', the candidate should refer to 50%+ of the content points.
- 7.8 Content points can be precise, factual points **or** allusions. This will depend on the text. Points do not need to come from the entire passage - they can come from only a section of the text.
- 7.9 Response (grid 3C).
'Insight' and 'originality' refer to anything which was not in the original text.

**2673 Jan. 2006 Mark Scheme
(Total for paper 60 puntos)**

Task 1

- a** iii
b ii
c iii
d iii
e i
f ii
g ii

7 @ 1 each = 7 puntos

Task 2

- 1** D or C
2 G
3 F
4 B
5 I
6 H
7 K
8 E

8 @ 1 each = 8 puntos

Task 3

Quality of Language – as per grid in specification

10

Comprehension of Content – as per grid in specification

10

Points from text

Marks

1 mark for each point mentioned (up to max 10)

Points to be included or alluded to:

Why?

watch a lot of TV (and videogames)

spend evenings inactively

eat a lot of sweet stuff at school dinners

not used to eating / won't eat fruit

(unhealthy) menus approved by School Council (=parents)

Solutions:

physical activity

continue with health visits

control access to fridge / food

& money spent on sweets

parents must buy / cook healthy food

& stick to (consistent eating) routines

let children (help) cook their own food

don't change food that children don't like

Points which are 'lifted' (included in more than 5 consecutive words) from the text will only be credited to allow a candidate to score a maximum of 3.

Response – as per grid in specification

10

Might include: more parental supervision

publicity on dangers of obesity

walk to school

more physical exercise

etc

If candidates fail to justify or develop their opinions they will not score more than 3.

Always **refer to grid** before awarding final score for Response.

Total 30 puntos

Task 4

- | | | | |
|----|-----------|-----|-----------|
| 1. | haber | 9. | ni |
| 2. | le | 10. | queden |
| 3. | era | 11. | a |
| 4. | cualquier | 12. | adelgazar |
| 5. | malo | 13. | mis |
| 6. | que | 14. | viéndole |
| 7. | lo | 15. | al |
| 8. | tanto | | |

15 @ 1 each = 15 puntos

Grid 3A: Quality of Language

0-2 Very Poor

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

3-4 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

5-6 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

7-8 Good

Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound, although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

9-10 Very Good

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Grid 3B: Comprehension**0**

Work undeserving of any marks (e.g. blank, irrelevant).

1-2 Very Poor

Includes only one or two points from the original passage.

3-4 Poor

Merely transcribes sections from the original passage.

5-6 Adequate

Includes a reasonable number of points from the original passage.

7-8 Good

Includes a good number of points from the original passage.

9-10 Very Good

Provides a comprehensive summary of the original passage.

Grid 3C: Response**0**

No attempt to provide a personal response.

1-2 Very Poor

Only briefly indicates a personal opinion.

3-4 Poor

Two or three personal opinions indicate the beginning of a response.

5-6 Adequate

A number of personal views expressed.

7-8 Good

A range of personal views, with a certain originality and imagination.

9-10 Very Good

Responds with a wide range of views which show insight and imagination.

**Mark Scheme 2675
January 2006**

Units 2655/2665/2675

Listening, Reading and Writing 2

JANUARY 2006

Please use the following symbols on all scripts to indicate marks awarded and any deductions.

- 1 Tick each relevant point for which a whole mark is awarded.
- 2 Draw a single line under any language errors [in parts of the examination where language is to be marked].
- 3 Indicate omitted information by a caret sign ^.
- 4 Indicate superfluous information by a wavy line.
- 5 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 6 For each question or section, write the mark awarded in the righthand* margin. At the end of the exercise write the total marks, **and ring this figure**.
 - Left-handed markers may use the lefthand margin.
- 7 At the end of Sections A and B, write the mark awarded for Quality of language as 5A or 5B and ring this mark.
- 8 In the extended writing exercise in Section C, show the mark for Grammatical Accuracy (G) and then the mark for Range, variety and appropriateness (R).

For the Range mark in cases where answers are irrelevant or there are gaps:

- 2/3 of the relevant points and above (including personal opinion) – assess on full range of 5 marks
- 1/3 to 2/3 of the relevant points (including personal response) – assess on maximum of 3 marks
- below 1/3 the relevant points (including personal opinion) – assess on maximum of 2 marks
- If no attempt at a personal opinion then deduct 1 mark from total awarded for this grid
- If the answer is totally irrelevant then award 0 marks

- 9 Transfer the totals for each task to the front cover, insert the Quality of language mark after the appropriate question. On the OMR marksheet enter **the final total only**.

Sección A

Tarea 1

20 marks, 1 mark for each correct point, as shown:

NOT

- (a) 1 el primer viernes (a las 7 de la tarde) *a principios
premier día*
- (b) 1 (ayudar) (a sus/los oyentes) a preparar la vuelta al colegio *acontecimiento;
estudiantes*
- (c) 1 el nuevo trimestre está a punto de empezar/empezará el lunes
que viene/su trabajo está llegando a su fin
- (d) 1 el gasto medio / por niño (ignore mis-spelt extra ítems)
1 en libros (de texto) y materiales/materiales básicos/al inicio del curso
- (e) 1 es lo que han costado los libros de texto *adding other items*
1 para la chica/para Secundaria/María
- (f) 1 la abuela/la suegra de Juan/ la suegra *su suegra*
1 ropa *mochilas*
- (g) one mark each for any 3 of:
1 los ingresos combinados de Juan y su mujer
representan poco más que los gastos escolares
1 han tenido que pedir/han pedido prestado dinero *han prestado*
1 han intentado/querido pedir ayudas financieras. *han pedido*
1 han hecho economías
- (h) 1 los que querían ayudas tenían que pedir las antes de esta fecha
(accept present tense)
- (i) (i) 1 que financie(n)/ayude(n) con/subvencionen estos gastos/los
materiales escolares
- (ii) 1 no se puede decir que la enseñanza sea gratuita *(la enseñanza es gratuita
pero los padres tienen que
pagar mucho = 1 mark)*
1 si los padres tienen que pagar tanto
- (j) 1 (porcentaje de) subida de precios *con respecto al año anterior/ este año*
- (k) (i) 1 organizando/participando en intercambios (gratuitos)
- (ii) 1 comprando unidades / paquetes múltiples
- (l) 1 pedir/recibir/buscar consejos/ayuda a la Unión de Consumidores (all)
(must be action of either consumers or people working)

5 marks for language, awarded according to grid 5A

Transcript of listening passage for Tarea 1

Presentadora (female voice): Buenos días, señores oyentes. Son las siete de la tarde y hoy, el primer viernes de septiembre, presentamos el último programa de nuestra serie *La Vuelta al Cole*. Esperamos haber logrado nuestro objetivo, que ha sido ayudar a nuestros oyentes a preparar este acontecimiento. Como el lunes que viene empezarán las clases, nuestro trabajo, por supuesto, ya está llegando a su fin.

Hoy vamos a hablar del coste de enviar a un niño al cole. Según un informe publicado ayer, la compra de libros de texto y otro material escolar básico implica un gasto medio de 173 euros por niño para el inicio del curso. Primero vamos a hablar con un padre de familia, Juan López, uno de los muchos para quienes estas compras suponen una importante carga económica. ¿Cuánto habéis gastado ya, Juan, tú y tu mujer?

Padre (male voice): Hasta ahora, en libros de texto y material escolar básico, para mis dos niños en primaria, un total de 364 euros entre los dos. Pero para María, que empieza el lunes próximo en Secundaria, hemos gastado ya 215 euros, sólo en libros de texto, y sin contar los materiales, la mochila, la ropa y el calzado deportivo. Afortunadamente todos los tres ya tenían mochilas y mi suegra les ha regalado la ropa que necesitaban. A pesar de esto, el total que hemos pagado mi mujer y yo representa casi una semana de nuestros salarios combinados. A pesar de hacer economías desde hace varios meses, hemos tenido que pedir prestada una cantidad de dinero considerable.

Presentadora: ¿Habéis pedido ayudas financieras?

Padre: Pues queríamos hacerlo, pero parece que había que pedirlos antes del 14 de junio pasado, y en junio, mira, no pensábamos en esto. Me parece que las autoridades deberían por lo menos decírtelo si tienen reglamentos tan complejos. Esto se parece más bien a un curso de obstáculos.

Presentadora: Pues, muchas gracias, Juan. Ya entendemos los problemas que tienen los padres. Aquí tengo a Carmen García, la delegada de la Unión de Consumidores de Asturias. Buenos días, Carmen. ¿Qué piensan Vds. de esta situación?

Carmen (female voice): En la opinión de la Unión de Consumidores, el Gobierno regional debería financiar los materiales escolares. En España tenemos enseñanza obligatoria gratuita, pero ¿cómo se puede decir que sea gratuita si cada familia asturiana tendrá que gastar este mes un promedio de 173 euros por niño en primaria? En el caso de los estudiantes de Secundaria la media asciende a 207 euros, sólo en libros,. Además, los precios han subido este año un 3,3 por ciento respecto al curso anterior.

Presentadora: ¿Tienes algunos consejos para disminuir estos gastos?

Carmen: Existe la posibilidad de utilizar los servicios de intercambio gratuito de libros que distintas asociaciones de padres de alumnos han puesto en marcha en sus respectivos centros. Respecto al material escolar (bolígrafos, libretas, lápices, gomas, etcétera) la Unión de Consumidores recomienda comprar paquetes de productos con varias unidades, normalmente más económicos.

Por otro lado, la Unión de Consumidores de Asturias ampliará desde este mes el horario de apertura de su oficina de Avilés, en el número 95 de la calle de Rivero. El servicio de consejos al público estará disponible todos los días laborables, de once de la mañana a dos de la tarde.

Tarea 2	(15 marks, one for each correct point, as shown:)	NOT
a	1 refuse / litter collection / waste management	<i>tidying / cleaning streets</i>
b (i)	1 new set of rules 1 regarding hygiene in the street/feeding animals 1 day before yesterday	
(ii)	1 putting out / throwing in the street (accept if in (i) 1 food for animals	<i>safety of the animals</i>
c	1 retired policeman/guardia civil 1 member of Animals and Plants Protection Society / SPAP 1 <u>feeds</u> (stray) cats (accept <u>which</u> feeds)	<i>works/helps</i>
d	1 it's cruel (to stop feeding the animals) 1 it violates animal rights	
e (i)	1 wants to solve the problems of bad smells 1 of the <u>remnants/excrement</u>	<i>that the animals / food produce</i>
(ii)	1 you have to block/hold your nose 1 it's unhygienic/intolerable	

Tarea 3

a	1	C
b	1	A
c	1	B
d	1	C

Tarea 4 (N.B. answers in wrong language: 0)

a	1 comprende la actitud 1 de los que no están contentos/de acuerdo 1 con las nuevas restricciones	<i>future tense -1</i>
b	1 <u>pide que</u> los que ayudan a los animales 1 no dejen <u>suciedad</u> (en el suelo)	<i>los que quieren animales comida</i>
c	1 no será prohibido / no habrá ningún problema 1 por las autoridades/el gobierno	<i>past tense en la opinión de las autoridades</i>

Tarea 5		(14 marks, one for each correct point, as shown:)	NOT
a	1 1	no <u>pueden</u> recibir comida/ser alimentados (no) <u>deberían</u> poder recibirla.	
b	1 1	comen lo que / la carne que se deja / reciben también las ratas y las gaviotas.	<i>vermín/rodentes</i>
c	1 1	malo/desagradable (más) fácil/ no difícil	
d	1 1	dar/que se dé de comer a las palomas/que haya muchas palomas causan problemas (con sus excrementos).	
e	1	sea miembro de la Sociedad Protectora de Animales y Plantas.	<i>no; caridad; dice que es un miembro</i>
f	1	hable por ella/ utilice su nombre.	
g	1	(no) dé de comer a los animales.	
h	1	se opone (a ellos) / quiere trabajar con el Ayuntamiento.	
i	1 1	la Sociedad (Protectora de Animales y Plantas) / SPAP los animales.	<i>caridad</i>

5 marks for language, awarded according to grid 5B

Task 6

For “Accuracy” give mark out of 5, but deduct if not enough text.

For “Range”, first tick up to 10 points made [including points of personal opinion from (b)]

Over 8 points assess on full range of 5 marks

5-7 points, assess on up to max. 3 marks

below 5 points, assess on max. 2 marks.

If there has been NO attempt at a personal response, then deduct 1 mark from the total marks awarded. (eg [6b]) only about Pedro's problems in Argentina or the problems caused by immigrants

- (i) Los problemas que tuvieron Pedro y su familia mientras estaban en Argentina y por qué eran pobres y estaban desesperados
la economía de Argentina estaba desastrosa
sin la ayuda de sus padres
apenas podían comer o tener techo
Pedro y Gabriela habían perdido su trabajo
habían vendido su casa y su coche
- (ii) La situación de Pedro y su familia desde su llegada a España

ahora viven en Aguaviva
tienen una casa a precio razonable
Pedro trabaja en una compañía de construcción
enseñanza gratuita para los niños
los vecinos mayores le tienen cariño
tiene que devolver el dinero que ha recibido por los billetes, y otras ayudas
se ha comprometido a quedarse al menos 5 años
tiene coche, DVD, TV
- (iii) El proyecto de Luis Bricio y otros, y sus consecuencias para los pueblos afectados

ha invitado a familias de varios países latinoamericanos a venir a vivir en el pueblo
84 pueblos participan
la escuela está llena
el precio de las casas está subiendo
la mayoría de los habitantes está contenta
algunos de los recién llegados se han marchado pero la mayoría está contenta
ahora 84 pueblos han creado una Asociación
para traer a hispanoamericanos
- (b) Candidate's own opinion on difficulties of settling in a different country.

Grid 5A: Listening**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.

4 Good

Accuracy generally quite consistent, but quite a number of minor errors in spelling and agreements and one or two more serious lapses in transcriptions from the spoken word.

5 Very Good

High and consistent levels of accuracy. Only minor errors and slips in spelling and agreements and virtually no problems in transcriptions from the spoken word.

Grid 5B: Reading Comprehension**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Grid 5C: Quality of language**10 marks**

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

Grammatical accuracy**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

5 Very Good

High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

Range, variety and appropriateness**0-1 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

2 Poor

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.

3 Adequate

Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.

4 Good

Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

Report on the Units January 2006

2671: Speaking

In the majority of cases the speaking tests were conducted in an appropriate manner and candidates were given every opportunity by their teacher / examiner to show what they knew and what they could say. We are grateful to our colleagues in the centres for the care with which they followed instructions for the examination and for their concern to make the test as pleasant an experience as possible for their candidates.

Administration was generally in order and very few centres had to be chased for missing documentation. A handful of centres, however, having entered candidates who did not apparently take the examination, failed to send the “absent” register to their examiner, which did cause some inconvenience and delay.

Role Plays: General comments

All role plays appeared to offer sufficient scope to differentiate adequately across the range of candidates, yet were accessible at a basic level. Centres were generally punctilious in observing the randomisation requirement in the examiner’s booklet and the majority of teacher / examiners conducted this part of the test appropriately. A few centres ran over time – this is not in the interest of the candidates as examiners are instructed to disregard material and responses covered after the stipulated time.

Nearly all candidates used their preparation time sufficiently well to enable them to attempt transferring the essential information and better candidates managed to highlight appropriate detail and tailor responses specifically to the requirements of the examiner in the client role. An essential discriminator for “response to examiner” was, as always, the ability of the candidate to turn the exercise into an effective role play and to raise the exchange above the level of a question and answer routine. Some candidates had clearly practised the persuasion element necessary to gain the highest marks and were assisted in this by judicious use of open questioning and feigned reticence by the teacher / examiners. There were still, however, a few centres who treated the test as a series of comprehension items and hammered away inconsequentially at points of detail yet without addressing the overall task.

All the role plays invited candidates to open the exchange with the two customary questions to set the context. Good candidates managed to manipulate the question linguistically, weaker ones, as usual, read out the words printed on their sheet with no regard to syntax. Surprisingly perhaps, given the number of previous occasions candidates have needed to ask “how long...?”, a significant number of candidates still found some difficulty with this question, which was common to all the role plays this session. Candidates in future examinations might remember that a useful technique is to change the noun or phrase of the printed outline question into a verb or verbal phrase such as *período* > *¿desde cuándo / cuánto tiempo hace que (vives, tienes, etc.)..?*, or *opinión* > *¿qué piensas ...?*

All the role plays included some numbers. These offered the usual challenges across the candidate range. Other recurrent slips included mispronunciation of *fácil/difícil*. The expression *no vale la pena* was not infrequently misused, as in *creo que no es vale la pena* (= worthwhile?). The correct manipulation of *gustar* remained a useful indicator.

Role Play A involved giving details on how to change your bank account. Many candidates used *asignatura* for “signature” and a surprising number of candidates confused *mil* and *millón*, even when challenged on this figure by their examiner. Far too many candidates still could not cope with “pounds”, though UK currency and measurements are a regular element of role plays, and used *libro*, *libre*, *libra* randomly. *Nombre* for *número* was only now an

occasional slip, though many candidates – including otherwise more linguistically able – had difficulty with expressing opening times – *es abre* was distressingly frequent.

Role Play B offered candidates the opportunity to enthuse on the delights of caravanning. Most candidates coped well with linguistic items, though, as in other role plays, *libras* caused problems when explaining costs. Some prompting was necessary to obtain information on some of the additional membership benefits offered by the Caravan Club – particularly with overseas travel – but overall this role-play option was well done.

Role Play C concerned buying a computer. Although this option was attempted by relatively few candidates, owing to smaller numbers of candidates in some centres, those who were given this role play coped comparably. The points outlined on the candidate's sheet gave sufficient guidance to allow the information to be given adequately. There were no specific recurrent linguistic difficulties, other than with general accuracy of grammar and syntax.

Topic Presentation and Discussion

A fairly wide selection of topics was offered by candidates, ranging from the traditional warhorses such as *la corrida*, *turismo*, *medio ambiente* but which frequently sort out candidates who have put in some relevant preparation of material, to more specific and individualised subjects, perhaps on literature, a painter, a personality or event, which candidates had chosen carefully and with personal enthusiasm. At the weaker end, candidates recited chunks from textbooks – or the internet? -, with little expression or apparent understanding, and which struggled to attain the adequate band.

The three-minute presentations were for the most part relevant introductions to the topic for discussion, though some centres are reminded that this part of the test requires candidates to show sufficient specific knowledge related to the Spanish-speaking context (assessment objective 4 of the Specification). Better candidates gave well-organised presentations, concise but informative, and – most importantly – providing evidence of study of the topic that went beyond general knowledge.

Candidates' performance in the discussion was mixed. Although the points listed by the candidate on the topic form must be covered, in some cases there was still a tendency for centres to permit some candidates a series of mini-presentations with little intervention or questioning, rather than opening up a more spontaneous discussion of the issues arising under those headings. In the worst cases, there were in contrast a few examples of over-rehearsed pseudo-debate, where a candidate was invited to give a prepared rebuff to a pre-arranged disagreement; this, evidenced by unconvincing and unnatural language and intonation is unlikely to score highly for spontaneity. However, those candidates – of whom there were several – who were able to discuss the issues at an appropriate level gained a good mark for spontaneity and fluency.

2672: Listening, Reading and Writing 1

Overall the examiners felt that this paper was possibly slightly more demanding than sometimes. The first section (*Tareas* 1-4), in particular, provided a series of texts and questions that were searching and demanded full concentration from the candidates.

Candidates do not help themselves with illegible writing; several scripts were in pencil, others were virtually illegible. Ambiguously written letters designed to look like either "a" or "o", or sometimes e/o, will be assumed to be wrong. It was frequent to find scripts with no punctuation, accents or capital letters. English spelling and grammar were also weak, following a couple of examination sessions where there had seemed to be some improvement here.

Tarea 1 proved to be a very sound test, although the tape was fairly fast and full marks were at a premium. The main problems for candidates were the need to distinguish between *sesenta* and *setenta*, and to understand fully the idea of *helado italiano*, *elaborado aquí* or of *tartas para llevar* in order to score full marks.

Tarea 2 caused similar problems, with a need to listen very carefully. A common alternative to a) or c), which were often not identified as correct answers, was e) with candidates needing to focus on *alemana* in the question and link this with the *nacional* in the text, a good example of the very close attention needed for the successful completion of this exercise.

Tarea 3 also produced a wide spread of marks. Candidates had to think very carefully and *campeón* proved a good distractor for *favorito* in Question 4, while *popular* did the same for *organizado* in Question 8.

Task 4 was found difficult and few candidates were able to score high marks; this is very much in the tradition of this paper and as usual made for discrimination. A large number of candidates got a) wrong, stating that the inauguration of the original train was *hace casi un siglo*, when the text spoke of 105 years.

Tarea 5 was well done in the main and tended to give marks which on the whole were creditable. The multiple-choice questions were well done by most candidates.

With Question c), recognition of the use of *local* was vital to a full understanding of the idea and many students fell down here, giving *he encontrado lo cual* or *ha encontrado en local*, or believing *local* to be describing the situation of the premises.

Question d) was recognised by most candidates, although often A11 was not seen as being the number of the motorway, for example being written with lower case "a", or *al once*.

A surprising number of candidates were able to gain full marks in Question f) where the use of the verb *encajar* did not seem to be any deterrent.

Questions h) and i) proved more difficult with many candidates losing their way in the context, so that the *inspección personal* was given as an answer to i) rather than h). The significance of *no estará disponible mucho tiempo* was only recognised by a minority of candidates.

Tarea 6 proved difficult to many candidates, particularly the second half. A number were thrown by the very first phrase, where *local* tended to be seen as an adjective. Other difficulties were experienced with *ancho* (recognised by only a few), *transeúntes*, *promedio*, *superficie*, *incendio*, *repasar*; these problems of vocabulary often led to completely incorrect interpretations of the text.

The last sentence proved particularly problematic, with many candidates wanting to concrete a site (*concretar una cita*) while one wanted to “concecrate” his site. Similar difficulties arose with *les ruego me den una idea de su disponibilidad para el futuro próximo*. One candidate wanted to “get an idea of your rentability for the near future”, while another came up with the very Freudian answer, “I have put forward an idea for your disposal in the near future”.

Tarea 7 produced a wide spread of marks, and allowed candidates the opportunity to show their ability to express themselves in Spanish. There was considerable evidence of good practice, with the better candidates demonstrating the ability to handle more formal elements of the language such as *agradecer* or *le ruego me mande*, for example, but all too often this became *gracias para* or *mandame* and in one case *sendela a mi*. Once again the usual problems cropped up and once again were very badly handled by a considerable percentage of students:

- a) many, many candidates were unable to use *gustar* in its correct form and “we would like” became *gustaríamos*.
- b) the use of *tú* and *te* was still too frequent, despite the much repeated comment that use of the second person is inappropriate in the formal context of a business letter.
- c) incorrect gender, mainly seen in the use of articles, e.g. *el información, el situación, la precio* was all too prevalent.
- d) the use of personal pronouns was a distinctive feature of this text - “go over it”, “I’ll call you”, “fax it to me”, - and were not well handled. Typical answers would be something like *voy a llamar Vd. or me puede lo faxear*.

A new phrase appeared this year from many candidates from apparently unconnected directions - *ser* (for *hacer*) *una cita*

Students are also advised to look for clues in other sections of the paper where, in this particular case, they would have found help with vocabulary that proved difficult (rent, appointment, premises, square metres, etc.).

There is also a need to practise verb forms. Very few candidates were able to handle successfully the adverbial clause “so that we can go over it with our lawyer” – “para que” was extremely infrequent (“así que” was preferred) and even when it was used, the need for the subjunctive was not recognised. “I will be in Torre del Mar” should have been reasonably straightforward, but complications in the choice of *ser* or *estar* were compounded by incorrect endings *será, estaría*, etc.).

2673: Reading and Writing

General Comments

The paper differentiated well amongst an entry which displayed the typical, more polarized features of a winter examination. The quality of scripts submitted ranged from very good to poor with not a lot of middle ground.

Few candidates appeared to have insufficient time to complete the paper, although one or two failed to return to the odd part-answer which they had apparently set aside for later.

With half the marks for the paper riding on the answer to Task 3 a knowledge of the techniques required is fundamental to success. Those candidates who had been well coached in the requirements of this question were conspicuously at an advantage over those who hadn't.

A feature of candidates' work which never fails to surprise is the frequent lack of correlation between Task 4 with performance at Task 3.

Comments on Individual Questions

Tarea 1

This question proved to be a slightly more challenging test of reading comprehension than usual with only the very best candidates scoring full marks. Those candidates who used the vocabulary they did recognize to work out the meaning of less familiar words were rewarded accordingly. On the other hand a few candidates seemed determined to prove that it really is possible to score zero on a multiple choice exercise...

Question (f) supplied the most wrong answers.

Tarea 2

The more conversational style of the reading material tested in this question seemed more to candidates' liking, and full marks were not at all uncommon. The most frequent error was to reverse the answers for 3 and 4, probably through confusion over the references to '*tiempo*'.

Tarea 3

As ever, the level of achievement in the paper as a whole was heavily influenced by performance in this question. It was pleasing to note that the quality of written Spanish was generally well up to the standard required, with the majority of candidates scoring within the good or adequate mark bands. Only a very few candidates did not appear to have progressed far beyond a weak GCSE standard.

However, it must be remembered that quality of language only accounts for 10 out of the 30 marks. The second set of 10 marks, for candidates showing that they have understood the text, rewarded those candidates who had thought carefully about the question asked after the first bullet point and then reproduced relevant information in their own words. The mark scheme identified 13 relevant pieces of information which could have been mentioned, but many candidates, for reasons unknown, chose only to include about one third of these.

Similarly, a lot of candidates seemed to run out of steam after making a good start to the final allocation of 10 marks for the response. If the only 'solution' which occurred was that of 'more physical activity', good marks could still be achieved by developing this idea as fully as possible e.g. regular PE, join sports club, go to leisure centre, go dancing, walk to school, don't use lifts, parents take children swimming / on bike rides etc. Apart from exercise, other suggestions included: restrictions on TV and video games, education / publicity on dangers of obesity, campaigns led by famous role models (inevitably the Beckhams!), and close medical monitoring throughout childhood.

When giving opinions correct rendition of 'should' or 'ought to' is an essential linguistic device. A very popular misconception in this session's papers was candidates' unswerving belief that putting the verb into the conditional tense was all that was needed for this. 'There should be' was frequently offered as '*sería*'.

Usage of the demonstrative pronoun 'this' was frequently flawed.

Despite being correctly spelt in the text '*responsibilidad*' was the favoured spelling in most answers.

'*Tres y media horas*' was the almost universal rendition of '3½ hours'.

The more customary language errors included:

omission of articles, especially with '*niños*', '*padres*', '*escuela*';

omission of '*para*' = 'in order to';

'*un otra problema*';

the misuse of '*gustar*';

confusion between subject and object pronouns.

Tarea 4

Candidates who successfully teased out the meaning of this extract were left in little doubt as to which option to choose for their answers. Those who looked little further than the next word for guidance didn't fare so well.

The commonest wrong answers were:

(1) '*habiendo*'

(2) '*se*'

(6) '*al*'

(7) '*los*'

(11) '*de*'

(14) '*verse*'

(15) '*el*' (very few candidates spotted the personal '*a*')

A few candidates gave the example as an answer to (1) and remained out of synchronization until questions (3) or (4).

2675: Listening, Reading and Writing 2

General Comments

The paper was of average difficulty and a fairly uniform standard throughout. The entry was small (under 100 candidates) but the standard was high on the whole and some very good scripts were offered. Candidates have become skilful at handling the paper: transcription in Tarea 1, definitions in Tarea 4 and suitable point making in Tarea 6 (a) have continued to improve. The level of language, with a few honourable exceptions, still leaves much to be desired: a lack of accents is more noticeable with every session, and the presence or absence of the letter *h*, together with much *b/v* confusion, seems to have got worse. On the other hand, subjunctive use is improving and learned phrases were used this time more appropriately than has sometimes been the case.

Comments on Individual Questions:

Task 1

Candidates understood the general theme of the high cost of education the meaning of the questions, so the overall standard was pleasing.

(a) was answered well.

In (b), candidates needed to say for what exactly the programme's listeners were being prepared: this was the start of the new school year. The answer *este acontecimiento* was not specific enough and was an example of sections of text being transcribed without comprehension.

Few candidates had any problem with (c) or (d).

In (e) it was important to indicate that the expenditure for the daughter at secondary school was for text books only and not for other equipment.

A pleasing number of scripts had *suegra* correctly in (f), though to gain the mark it had to be made clear that she was Juan's *suegra* and not the children's. The second mark, for *ropa*, was lost if the answer implied the purchase of anything else as well. Year after year, candidates write *las ropas* - this is a common word and it would be good if more knew that it is used in the singular.

(g) was difficult; most candidates had at least one correct point but very few had the required three out of the four possible answers.

(h) again was challenging as it required quite a complicated explanation (financial help had to be requested before this date); a pleasing number of candidates did manage to express this.

A large number of candidates got (i) (i), though not necessarily with the subjunctive construction that the question invited; and many also managed to explain the quite subtle point needed for (i) (ii) - how could education be said to be free if parents had to pay out so much?

(j) was again well done; both parts of (k) could be answered by direct transcription and caused few problems.

(l), being the last question in this section, was marked quite stringently: candidates had to describe the activity or either the advice givers or those receiving it, and vague references to longer opening hours, etc. were rejected.

For the language mark, as well as looking at linguistic correctness, examiners look more sympathetically at the work of those who have used their own words rather than transcribe those of the passage.

Task 2

The questions in English are always well answered, and this session was no exception.

In (a), a few candidates referred only to street cleaning or invented a responsibility for Nieves Cuéllar (to carry out the voters' wishes), but most had the correct answer.

(b) caused few problems, except that a few candidates forgot to say when the announcement was made.

(c) and (d) were well done.

In (e) (i), it had to be made clear that it was the waste left by the animals (i.e. either excrement or leftovers) that caused the smell. (ii) was again well done.

While examiners try to be sympathetic to candidates who have understood the point but are having difficulty in expressing it, they have to be rigorous in excluding irrelevance.

In Task 3, the options were deliberately finely nuanced and needed very careful reading. (a) caused the most problems and (b) the fewest.

In Task 4, the most important thing to remember is that a word cannot define itself. Thus anyone using *entiende*, *postura* or *prohibición* in (a) lost the mark for that word. This also goes for using a different part of a verb; for example, *ensuciar* and *ensucia* are not acceptable in a definition of *ensucien*, although *sucio* or *suciedad* is fine. *Ayuntamiento* was also often included and automatically lost a mark - *gobierno local* was the most frequent definition, but various approximations were accepted. Most examinees now understand this type of exercise, but some otherwise promising candidates had not appreciated what is needed. One candidate gave some splendid explanations in English, but examiners are not allowed to award any marks for work in the wrong language.

Task 5 this time was broken down into a series of 1-mark answers, and this proved to be effective in ascertaining who had really understood the text and in preventing the long "lifted" passages which have often featured in the past.

(a) was not as simple as it appeared; both halves needed *deber* or *poder*. Variations of *permitir* were accepted for comprehension, but not really grammatical here, because the animals were the subject. Few candidates seemed to appreciate the sense of *tampoco*; this often comes up in this examination and would be useful to know.

(b) caused few problems; unfortunately, however, neither *vermín* nor *rodentes* is in the dictionary.

In (c) two one word answers were perfectly acceptable and a welcome change from transcribed chunks.

(d) was also well answered.

In (e), many candidates fell into the trap, either of saying *dice que es miembro* or of adding a redundant *no*. There was much misuse of *estar* instead of *ser*.

(f) and (g) were usually answered with comprehension, though less frequently in the subjunctive, but some candidates had the answers reversed or repeated one of them.

(h) was pleasing in that a certain amount of paraphrasing was necessary and a majority of candidates managed to achieve this.

(i) was a straightforward last question.

Along with Task 4, this exercise is the opportunity for candidates to show off their language skills, and despite the short answers, this time was no exception. *Deber* and *poder* were effectively used by many in (a), and a few skilled candidates managed subjunctives in some, at least, of (e), (f) and (g). Candidates who are confident of their knowledge of grammar should expect to find opportunities of this sort to display their skills.

Task 6(a) caused few problems. All candidates managed to make enough points to be marked out of the whole range. A common error was misuse of the imperfect and preterite in (i) and confusion between present and past in (ii). Adjectival agreement was also poor, and there were the customary hopefully ambiguous a/o endings: candidates should be aware that if the final letter of a word is not clearly correct it has to be assumed to be wrong.

In part (b), however, a very considerable number of candidates do not appear to understand this exercise, though the rubric has always been clear. What is wanted is a comment from the candidate upon the general theme given - in this case the problems which may be encountered by immigrants - any immigrants in any country. The question does not ask for a comment on the English passage; this has already been dealt with in (a) and is no longer relevant except in the most general sense. The theme will always be loosely related to the passage, but examiners are looking for the candidate's own response. Good answers mentioned language problems, the difficulty of finding work and making new friends, and possible xenophobia from the natives. No great depth of thought was required, as all the marks go for language, but the full range of marks can only be given if the answer is on the set subject. Candidates who wrote about Pedro and the immigrants in the passage lost marks. This happens every examination session. The rubric is quite clear and it is hard to know what else might be done to help candidates to understand what is required.

More understandably, some candidates wrote about the supposed problems brought by immigrants, for example, taking jobs, housing and social support which the established inhabitants felt should be theirs. Some unattractive opinions were expressed, but no moral judgements enter into the marking and these sentiments at least came closer to being relevant to the set subject. Candidates who wrote only about the advantages of going to live in a different country were, after some discussion at the Standardisation meeting, marked out of the full range, though strictly speaking these answers also were irrelevant.

The quality of language varied, as ever, from the excellent to the appalling. Learnt phrases were introduced, often successfully and appropriately. Accents were few and far between and quite frequently misplaced - large numbers of candidates seem to regard them as a decorative frill. Many candidates have learnt and use effectively a few structures using the subjunctive.

**Advanced Subsidiary GCE Spanish 3863
January 2006 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2671/01	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2671/02	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2671/03	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2672	Raw	80	63	55	47	40	33	0
	UMS	120	96	84	72	60	48	0
2673	Raw	60	43	39	35	31	28	0
	UMS	90	72	63	54	45	36	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3863	300	240	210	180	150	120	0

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

	A	B	C	D	E	U	Total Number of Candidates
3863	24.7	47.4	67	85.6	97.9	100.0	97

**Advanced GCE Spanish 7863
January 2005 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2675	Raw	80	64	58	52	46	40	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
7863	600	480	420	360	300	240	0

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

	A	B	C	D	E	U	Total Number of Candidates
7863	16.7	66.7	100.0	100.0	100.0	100.0	6

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