

# **Mark Schemes for the Units**

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**January 2007**

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

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

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

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## CONTENTS

### AS GCE/Advanced GCE

### SPANISH – 3863/7863

#### MARK SCHEMES FOR THE UNITS

<b>Unit</b>	<b>Content</b>	<b>Page</b>
2671	Spanish: Speaking	1
2672	Spanish: Listening, Reading & Writing 1	9
2673	Spanish: Reading & Writing	23
2675	Spanish: Listening, Reading & Writing 2	29
*	Grade Thresholds	41



**Mark Scheme 2671  
January 2007**

**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 2007**

**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. ½ 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 ( $\wedge$ ).
- 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****1 mark each item**

- a) V
- b) V
- c) F
- d) ?
- e) V
- f) ?
- g) V

**TASK 2****1 mark each item**

- a) F (muerte)
- b) A (bosque)
- c) E (monumento)
- d) H (poemas)
- e) G (música)

**TASK 3****1 mark each item**

- a) A
- b) C
- c) A
- d) C
- e) A
- f) B
- g) A
- h) A

**TASK 4****1 mark each item**

- i) K
- j) I
- k) E
- l) H
- m) C
- n) J
- o) L
- p) M
- q) N
- r) Q



## TASK 5

[15 puntos + 5 puntos por calidad de lenguaje]

a) 1 mark

1- Director de proyectos nuevos  
**(ACC. *neuvos* REJ. *de un proyecto nuevo*)**

b) 1 mark

un empleado de Property Care Costa Luz	un pariente del Sr. Espoz	un amigo del Sr. Wilde
	✓	

c) 2 marks: any 2 of:

Es arquitecto **(ACC. *arquitecto*)**  
 ha colaborado con LQH **(ACC. *trabajado con, estado en contacto con*)**  
 en varios proyectos (en el pasado) **(ACC. *any indication of more than one occasion*)**

d) 1 mark

1 - Ofrecer(les) los servicios de su compañía (para su nuevo hotel)  
**(ACC. *sus servicios, un contrato*)**

e) 1 mark

1 - 100 km alrededor de Tarifa  
**(all 3 elements needed but ACC. "sobre" or any reasonably relevant preposition)**

f) 1 mark

6	12	20
		✓

g) 3 marks

- es precisamente el tipo de proyecto
- en el cual se especializa su empresa/ en el cual su empresa lleva años
- desde hace años/ especializándose  
**(ACC. *por años*)**  
**(If "nosotros" form is used, eg "nuestra empresa" or "especializándonos", then 1 mark is to be deducted)**

h) 2 marks

- **(un contrato de) servicio completo**
- y con unas condiciones muy competitivas **(ACC. "competivas")**

i) 2 marks

- para informarles más ampliamente *(informarles required for second mark)*
- de sus (su gama de) actividades  
**(ACC. *es informativo de, mostrar, dar detalles but REJ. comentar*)**  
**(ACC. *mishearings of "gama", REJ. nuestro/a/as*)**

j) 1 mark

hoy	mañana	en unos días
		✓

**Grid 2A:      Listening      5 marks**

<b>0-1</b>	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.
<b>2</b>	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.
<b>3</b>	<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.
<b>4</b>	<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.
<b>5</b>	<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.

## TASK 6

[15 marks+ 5 marks for quality of English]

/ = half marks permitted for the different part of this section of the text

- 1) Property Care Costa Luz proporciona / a todos los hoteles, y centros turísticos de la Costa,

**PCCL provides / to all the hotels and tourism centres on the coast**

**(ACC. offers, carries out but REJ. Proportions, treats, prepares, works with, takes, completes, gives etc)**

**(Use of past tense used incorrectly here or with subsequent verbs to be penalised but only once)**

**(ACC. tourist sites, venues, attractions)**

- 2) toda clase de obras de mantenimiento y reforma.

**all kinds of maintenance and rebuilding work.**

**(ACC. renovation work, maintaining, maintainment, refurbishment, fixing work)**

**(ACC. alterations, changes but REJ. reform, reforming work, building, fixing)**

- 3) Nuestros veinte años de experiencia nos permiten cubrir todas las necesidades:

**Our 20 years of experience permit us to cover all needs,**

**(ACC. has allowed, necessities, all aspects of the job REJ. complete, necessary renovations)**

**(ACC. offer necessary skills, manage every necessity, ie any idea of covering or handling)**

- 4) desde el cuidado de jardines ornamentales / hasta el diseño de campos de golf;  
from the care of (ornamental) gardens / to the design of golf courses,

**(ACC. fixing, REJ. garden ornaments)**

**(ACC. creation, golf grounds, fields, sites, REJ. upkeep, maintenance)**

- 5) y desde las reparaciones de urgencia / hasta la remodelación de edificios enteros.

**and from urgent repairs / to the rebuilding ( restructuring) of whole buildings**

**(If "desde" wrong but "urgent repairs" given, then allow half mark. ACC. fixes, repairment, but REJ. rebuilding, reparations)**

**(ACC. remodelling, revamping, but REJ. redecoration, repairing)**

- 6) Somos expertos en la instalación de aire acondicionado, / y la insonorización de discotecas y bares.

**We are experts in air conditioning installation / and the soundproofing of discos and bars.**

**(ACC. night clubs, insulation but REJ. insonorisation)**

- 7) Garantizamos a nuestros clientes un apoyo fiable,  
We guarantee our clients (reliable) support

**(ACC. total support, service, help, trustworthy team but REJ. treatment)**

- 8) las veinticuatro horas, tanto de días laborables como festivos.

**24 hours a day, on working days as well as (and) (bank) holidays.**

**(ACC. festivals, festive days, workable days, religious festivals, 24/7)**

- 9) Nuestros equipos de mantenimiento están disponibles / para responder instantáneamente  
**Our maintenance teams are available / to respond instantly**

**(ACC. ready, disposed, trusted, trained, excellent at, but REJ. equipment, disposable, dispensible)**

(ACC. immediately, at once, quickly)

- 10) a cualquier avería que pueda producirse, / por pequeña o grande que sea.  
**to any breakdown that may occur / no matter how large or small.**

**(ACC. difficulty, need, problem, issue, ie a noun that would fit with “however large or small”, so REJ. call, circumstance, query, request, also REJ. crack)**

(For “producirse”, flexibility required eg bring, produce or present itself, challenge us with, etc including “to whatever you need them for” or “to whoever needs help” but REJ. “you may create”)

- 11) Y para obras mayores contamos con la colaboración / de nuestras listas de arquitectos e ingenieros de la región.

**And for large jobs we collaborate with / (our lists of) architects and engineers in the region.**

(ACC. for “mayor” “difficult”, for “obras” “buildings”, for “contamos con” “we are in contact with”, “we have contact with” but REJ. “we manage with”)

- 12) Les invitamos se pongan en contacto con nosotros:

**We invite you to contact us**

**(Insist on appropriate pronoun ie “you” and not “them”. ACC. “Please contact us”)**

- 13) con mucho gusto estudiaremos las instalaciones de su hotel

**and we will be pleased to study the facilities of your hotel**

**(If “con mucho gusto” is omitted, do not penalise. If attempted, ACC. ideas of “we would like/appreciate”, “it gives us happiness, pleasure”, even “interest”, but if rendered incorrectly, eg “we thank you”, “with a lot of effort”, “with your agreement” then the mark is lost.)**

(ACC. inspect, look at, installations but REJ. “installation”)

**(Finally “hotel” is needed)**

- 14) y les prepararemos un detallado plan de servicio,

**And prepare you a detailed service plan**

**(Use of “them” is to be penalised, unless already penalised in (12). Future tense (or use of present with a future sense) is important. ACC. “plan of service”. “Detailed” is needed for mark. ACC. “exact”)**

- 15) además de un presupuesto exacto / según el nivel de mantenimiento que necesiten.  
**as well as an (exact) estimate / according to the (level of) maintenance you need.**

**(ACC. quote, budget, price, i.e anything to indicate cost, but REJ. invoice, report, requirements, proposal.)**

**(ACC. work, for “según”, ACC. as to, depending on. Finally, “they need” is OK if this wrong person has been penalised earlier.)**

## 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.

['serious errors': 3 = 4 max. 6 = 3 max. 9=2max.]

**TASK 7**

[10 marks for quality of language]

Content to be included (see mark scheme instructions):

We have not yet decided

how the maintenance of our Hotel in Tarifa will be organised.

We would be interested in receiving

more details of the prices and services offered by your company.

I will be visiting Tarifa within three weeks,

and I would like to meet you personally.

In the meantime I would like you to contact

our architect in Tarifa, Sr. Pablo Contreras.

Mr Contreras will give you information

about what we will need for the new hotel.

**Grid 2C:****Writing 10 marks**

<b>0-2</b>	<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.
<b>3-4</b>	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, eg 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.
<b>5-6</b>	<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.
<b>7-8</b>	<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.
<b>9-10</b>	<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.

**Tarea 1**

Vamos ahora a Málaga, al caso de un taxista golpeado por unos jóvenes hoy a la una de la madrugada. El conductor ya ha recibido el alta médica y ha vuelto a trabajar. Sin embargo los representantes de los taxistas solicitan un aumento de la presencia callejera de la policía. Habrá también cámaras y guardias en las paradas de taxis, para poder controlar a los clientes.

**Tarea 2**

Mañana se celebrará un acto en conmemoración especial del 70 aniversario del día en que murió el escritor anarquista Leovigildo Roldán, en medio de los árboles de los montes de Huesca, cerca de donde fue fusilado durante la Guerra Civil. Allí han puesto una estatua, y en el acto previsto se leerán poesías, antes de un concierto folklórico organizado por la Casa de Cultura de Huesca.

**Tarea 3**

**FV** En Salinas esta noche hasta la madrugada tendrá lugar el Festival Electrónica Norte, de música electrónica y experimental. El año pasado y los dos anteriores acudieron al pueblecito casi 8000 personas. Esta vez se asegura un gran aumento en el público. Predominan los que viajan de lejos, unos pocos incluso del extranjero. Carlos Carreras organiza: Carlos, tú eres de Salinas....

**MV** Sí, pero llevo años viviendo en Madrid, y quería llevar al pueblo un poco del ambiente del mundo exterior.

**FV** Y a los del pueblo, ¿qué les parece este show?

**MV** Pues lo acoge muy bien la gente.

**FV** Los más mayores, ¿no están hartos?

**MV** ¡Qué va! De lo que estaban hartos es el resto del año, de ver la vida pasar y que no pasaba nada en el pueblo.

**FV** Y el alojamiento, ¿será problemático?

**MV** Bueno, es sólo una noche. Los mayores se buscan habitaciones u hostales, y los demás traen sacos para dormir al borde del río.

**Tarea 5**

Hola, soy Luis Espoz, director de nuevos proyectos de la empresa Property Care Costa Luz. Les llamo por recomendación de mi primo, el arquitecto Carlos Garayoa, que ha colaborado con Vds en varios proyectos en el pasado. Quería ofrecerles los servicios de mi compañía para el nuevo London Quality Hotel que Vds están terminando en Tarifa. Trabajamos en un radio de cien kilómetros alrededor de Tarifa y tenemos ya contratos con una veintena de clientes parecidos. Me parece que su nuevo hotel es precisamente el tipo de proyecto en el cual llevamos años especializándonos. Creo que podemos proponerles un contrato de servicio completo, y con unas condiciones muy competitivas. Bueno, para informarles más ampliamente de nuestra gama de actividades, me he permitido mandarles por fax un folleto informativo, y les llamaré dentro de un par de días para comentar el asunto.





**Mark Scheme 2673  
January 2007**

**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.

Total for paper: 60

**TAREA 1.**

- a (ii)
- b (iii)
- c (iii)
- d (ii)
- e (ii)
- f (i)
- g (i)

7 @ 1 each = 7 puntos

**TAREA 3**

**Quality of Language** – as per grid in specification **10**

**Comprehension of Content** – as per grid in specification **10**

Points from text

1 mark for each point mentioned

Marks

(up to max 10)

**Points to be included or alluded to:**

- children at first believe
- only to be told it's untrue
- it's sad
- they become aware of reality of life
- 80% (most) annual toy sales at Xmas
- parents make mighty efforts
- so child doesn't feel inferior to pals
- families give children all they ask for
- consumer society
- (TV) ads for toys
- 30 mins in every hour
- children are spoiled
- they reject cheap gifts
- shouldn't be given everything they ask for

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:

- children need magic and fantasy
  - parents and children get pleasure from it
  - it's a very old tradition
  - it's kept alive by commercial interest
  - it's important to keep this tradition because of the above
- or**
- this tradition should be abandoned because:
  - it's a lie
  - children are upset when they discover the truth
  - it's not the real meaning of Xmas

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**

**TAREA 4**

1	de	6	a	11	gustó
2	le	7	dijo	12	algo
3	mala	8	consolarme	13	en
4	Mi	9	sepa	14	los
5	estaba	10	Vas a	15	fue

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, eg 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.

<b>Grid 3B: Comprehension</b>	<b>Grid 3C: Response</b>
<b>0</b> Work undeserving of any marks (eg blank, irrelevant).	<b>0</b> No attempt to provide a personal response.
<b>1-2 Very Poor</b>  Includes only one or two points from the original passage.	<b>1-2 Very Poor</b>  Only briefly indicates a personal opinion.
<b>3-4 Poor</b>  Merely transcribes sections from the original passage.	<b>3-4 Poor</b>  Two or three personal opinions indicate the beginning of a response.
<b>5-6 Adequate</b>  Includes a reasonable number of points from the original passage.	<b>5-6 Adequate</b>  A number of personal views expressed.
<b>7-8 Good</b>  Includes a good number of points from the original passage.	<b>7-8 Good</b>  A range of personal views, with a certain originality and imagination.
<b>9-10 Very Good</b>  Provides a comprehensive summary of the original passage.	<b>9-10 Very Good</b>  Responds with a wide range of views which show insight and imagination.



**Mark Scheme 2675  
January 2007**

**Listening, Reading and Writing 2**

**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**.



## TAREA 1

1 mark for each correct point, as shown. Plus **5 marks for language**. See grid below

If more than the core answer is given, additional information must not render the answer untrue.

<b>a</b>	asignaturas académicas/escolares	ACC just the adjectives; slight misspellings eg signaturas, académicas
	arte dramático/formación dramática	NOT gramática, información etc
<b>b</b>	los sábados iba a una academia de arte dramático/ practicaba el arte dramático	NOT sus padres se matricularon...; fue al teatro; hacía teatro; una academia de arte ACC 1st person if used consistently in the answer; present tense; infinitives; iba al estudio de teatro
	durante la semana iba al colegio/se concentraba en su educación escolar / estudiaba para los exámenes (el bachillerato)	ACC 1st person if consistent; present tense; infinitives;
<b>c</b>	trabajar con/ayudar /enseñar a los jóvenes (plural)	Any added information, must make clear both kinds of study wanted If dedicar is included, must be dedicarse not dedicarle
<b>d</b>	quieren ser (actores) profesionales / quieren hacerlo como carrera	Must have idea of acting to earn a living, not just being actors. NOT perseguir el teatro, carrea
<b>e</b>	porque la carrera es dura/ el; teatro es duro	NOT están dura, estandura
<b>f :</b>	abogado o médico	Both needed + acceptable spelling
	Mejores (más útiles) para ganarse la vida / son menos duras	Accept if all or part given in (e)
<b>g</b>	un buen actor necesita fuerza física	All 3 ideas needed for the mark NOT forca, fuerte, fuerca
<b>h</b>	porque si no tienen éxito como actores	NOT fra casan
	tienen una (buena) base (de educación)/ una educación	ACC vase; NOT vace
	para defenderse en la vida	NOT para la vida, de fenderse, devenderse
<b>i</b>	(estaba) rodando una película / trabajando en una película	ACC any "making the film"; NOT rodeando, rollando, robando; a causa de la película; invitación; para dar clases
	allí/ en Santo Domingo/ cerca	
<b>j</b>	son reales/ de la vida real/ se pueden identificar en la vida real	NOT indentificar or other misspellings; NOT identify with
	fuera de lo normal / raro/ tienen algo más/ por su fantasía o imaginación	
<b>k</b>	dirigió (hizo) escenas (de sus películas) (con los alumnos)/ los alumnos hicieron escenas bajo su dirección	NOT bajó, cenas, senas
	y las comentó	NOT cometerios
<b>l</b>	necesita dinero/seguridad económica (concept of need+ concept of money)	NOT seguridad economía; seguridad; ACC 1st person; but no verb implying they have money (conservar, tiene, tenemos, conservamos)

**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.

## Transcript

- Interviewer:** Buenas tardes. Hoy hablamos con Laura García Godoy. Anteriormente, Laura era actriz pero ahora es directora de una academia en Santo Domingo donde una mitad del plan de estudios está compuesta de asignaturas académicas y la otra de formación dramática. El centro ofrece este tipo de curso educativo a niños jóvenes y adultos.  
¡Hola Laura! Háblame de tus comienzos. ¿Cómo pudiste combinar tu trabajo en el colegio con tu afición al teatro?
- L G G:** Bueno, desde muy pequeña estoy sobre un escenario. Tenía tanta pasión por el teatro que mis padres se preocupaban que yo no estudiara lo suficiente para mis otras asignaturas escolares. Así que decidieron matricularme en una academia de arte dramático para ir los sábados y durante la semana tenía que concentrarme en mi educación escolar para aprobar los exámenes de bachillerato.
- Interviewer:** Entonces, Laura, sabemos que más tarde en la vida te hiciste famosa como actriz. ¿Por qué lo dejaste?
- L G G:** Bueno, después de muchos años de éxito como actriz, quise dedicarme a ayudar a jóvenes que querían alternar sus estudios formales con formación artística.
- Interviewer:** Hablando de tu Academia, ¿hay mucha demanda de plazas? O sea, ¿están interesadas las jóvenes generaciones por convertirse en profesionales de la escena?
- L G G:** Sí, claro, cada día más. Nos llegan un montón de estudiantes que quieren hacerlo como carrera, y además tienen el apoyo de sus padres.
- Interviewer:** ¿Y esto de los padres te sorprende?
- L G G:** Es extraordinario cómo los padres apoyan a sus hijos cuando la carrera artística es tan dura, y cuando otras carreras universitarias como abogado, médico, etcétera, les serían más útiles para ganarse la vida más tarde.
- Interviewer:** ¿Tú dirías que el plan de estudios que se sigue en la academia es muy exigente para los estudiantes?
- L G G:** Sin duda lo es, porque en primer lugar para ser un buen actor se necesita fuerza física así que todos tienen que ir al gimnasio cada día.
- Interviewer:** ¿Y en el plan de estudios se da mucha importancia a la preparación escolar?
- L G G:** Sí. Hay un fuerte énfasis escolar donde tienen que alcanzar un nivel apreciable de educación. Eso es porque si fracasan como actores, tienen al menos una base de educación para poder defenderse en la vida.
- Interviewer:** Me han dicho que has invitado a algún director famoso de cine o teatro a dar clases en la academia
- L G G:** Sí, sí, recientemente tuvimos una gran suerte porque vino a vernos el famosísimo director, Pedro Almodóvar. Estaba rodando su última película en Santo Domingo y aceptó nuestra invitación de venir a dar una clase en la academia.

- Interviewer:** ¡Fenomenal! ¿y qué tipo de clase dio a tus alumnos?
- L G G:** Pues, les explicó lo que él consideraba era lo más característico de sus películas. Almodóvar explicó que sus personajes son personas que se pueden identificar en la vida real, pero al mismo tiempo son personas que son consideradas fuera de lo normal por su fantasía o imaginación.
- Interviewer:** ¡Ah, entonces son personajes reales y tienen algo más!
- L G G:** Sí, eso es.
- Interviewer:** Y dime, ¿qué impacto tuvo Almodóvar tanto para ti como para tus estudiantes?
- L G G:** ¡Ah, fue genial! En los ejercicios de práctica bajo su dirección, los alumnos interpretaron escenas de unas películas de Almodóvar con comentarios del gran director.
- Interviewer:** Y finalmente, Laura, ¿qué es lo que necesitas más para la academia?
- L G G:** Que tengamos seguridad económica para poder continuar la labor tan buena que hacemos en este instituto.
- Interviewer:** Gracias Laura y suerte.

Tasks 2 to 5: 5 marks for language overall (see grid below)

## TAREA 2

1 mark for each correct point, as shown: written English must be clear and comprehensible, with recognizable spelling.

Added information must not render the answer incorrect.

<b>a</b>	Spanish/role of Spanish (in the US). ACC fighting for/ defending	NOT fighting the role of SP if PAPEL is rendered, must be accurate, NOT rights, paper, law, laws
<b>b</b>	whether to teach /whether they are given/ are in	NOT teach the various languages, but teach IN
	<b>only</b> in English (OR Spanish and English)	NOT in English or Spanish
<b>c</b>	<b>teaching in</b> English. ACC voted against lessons in Spanish (MUST mention a language)	NOT speaking NOT teach the various languages, but teach IN (don't penalise more than once)
<b>d</b>	that the immigrant parents vote	If mentioned, ACC from Spanish America, Spanish speaking, Spanish American, Hispanic; NOT Spanish immigrants, Spanish parents
	<b>against</b> their own language/against mixed languages; FOR single language teaching ACC immigrated parents	NOT teaching of..... NOT against mixed subjects
<b>e</b>	to make progress in their studies	
	Adapt to/ take part in/ integrate in the (important) customs/culture/aspects/of life in the US ACC fit into, adjust to, be included in, take on	NOT take advantage of, get used to, incorporate the US way of life, incorporate customs into their lives, incorporate their customs into US lives, grow up in, learn
<b>f (i)</b>	<b>Almost half</b> (nearly half) of the <b>North American</b> population	NOT around half, about half, majority
	will be Spanish speaking	NOT Hispanic, speaking Hispanic, Hispanic speakers
<b>f (ii)</b>	the law will not (be able to) prevent it. if phrased differently, must be clear that reference is the <b>rise</b> in Spanish <b>speakers</b> . ACC if included in f (i)	NOT ignore
<b>g</b>	rivalry /struggle/conflict	ACC for 2: both fighting to preserve their native language
	between languages/ over use of Spanish	
<b>h</b>	if they ( ACC the country or the people) are to join the US / be incorporated in the US	NOT incorporate in a sentence which is unclear, become Americanised , involve themselves in
	they must abandon Spanish (dependent on 1st mark, otherwise statement is untrue) ACC not to keep using	NOT to leave Spanish NOT to abandon Spanish and join US

## TAREA 3

5 marks, one for each correct answer, as shown. Subtract 1 mark for any superfluous tick

		✓
a	Puerto Rico ya ha sacrificado su idioma	
<b>b</b>	<b>El problema de Puerto Rico preocupa al gobierno Americano</b>	<b>b</b>
c	Texas, Arizona y Nuevo México tienen derecho a mantener el español como lengua oficial	
d	Estos tres estados comparten exactamente los mismos problemas políticos que Puerto Rico	
e	En los Estados Unidos hay una mayoría de hispanohablantes	
<b>f</b>	<b>El deseo estadounidense de eliminar el español es imposible</b>	<b>f</b>
g	El gobierno estadounidense está convencido de la contribución económica de los hispanos	
<b>h</b>	<b>Las autoridades estadounidenses deberían apreciar la presencia del hispano en Norteamérica</b>	<b>h</b>
<b>i</b>	<b>En los países de origen de los hispanos hay variedad étnica.</b>	<b>i</b>
<b>j</b>	<b>El establecerse en los Estados Unidos resulta fácil para un hispano</b>	<b>j</b>

**TAREA 4**

One mark per idea as listed below.

A word cannot normally explain itself.

<b>a</b>	estadounidenses / norteamericanos / americanos	The sentence overall must imply people from another country, therefore probably NOT la gente que vive en el norte, NOT la gente del norte del país
	Invadieron el país/entraron en México / vinieron a este país ACC la línea (for la frontera), appropriate answers with inmigrantes/inmigrar, se trasladaron a México	If a place is mentioned, it must be Mexico
<b>b</b>	se quedaron con/ se instalaron en/ obtuvieron/tomaron/ conquistaron/ fue ocupado(a)/ dominaron/ usaron MUST be past tense	NOT han vivido/ vivieron
	un 50% / (una gran) parte de nuestra tierra/ nuestro país/ México/ la nación If a place is mentioned, it must be Mexico	NOT un medio/ una media, la mayoría
<b>c</b>	formamos/establecemos /inauguramos/hicimos/ tenemos/ construimos/ aparecen ACC present or past ACC 3rd person	NOT infinitive NOT existen, hay, tenemos NOT la creación
	lugares (áreas/ zonas/ barrios/ comunidades) donde la gente habla español	NOT edificios NOT hispanos, hispánicos
<b>d</b>	vuelve/ retorna/ regresa ACC infinitive	
	de una manera amistosa/ tranquila/ amistosamente/ en paz / con paz/ sin violencias (guerra, problemas)	

## TAREA 5

			copied from text; exclude from lang. mark
<b>a</b>	hablan/se habla español/ se puede hablar español ACC es hablado, NOT hablando ACC ref to hispanohablantes	ACC tiene fuertes resistencias (if not in b)	
<b>b</b>	la influencia de otros idiomas/inglés y francés ACC el (*del) impacto, la rivalidad NOT la lucha contra	MUST refer to the languages not the people, NOT a pesar de los ingleses y franceses ACC <b>las influencias</b> de Inglaterra y Francia	Fuertes resistencias inglesas y francesas
<b>c</b>	Apreciado	Verb of valuing/ realising NOT realizar	valorado
	la variedad / la contribución / los beneficios variados	ref. to what is contributed	la riqueza lingüística, cultural y política
	del español / de los hispanohablantes	by the language/ speakers NOT España/ gente española	de la lengua española
<b>d</b>	Simboliza /refleja /caracteriza / muestra/ recuerda/ permite apreciar		representa
	las (dos) raíces/los (dos) comienzos diferentes del país/ las culturas/ razas/ pueblos/ de donde vienen los habitantes MUST be ideas of diversity and origin	NOT LA cultura, la historia	Los distintos orígenes del país
<b>e</b>	muchas ( or diferentes) razas/gentes/culturas	NOT racios Hay muchas culturas=1	
	viven <b>juntas</b> / se mezclan/ se consideran iguales/ se valoran/ viven sin barreras		
<b>f</b>	conocer otros idiomas	Verb (of using) = different languages	Comprender otras lenguas
	es apreciar/ pensar mejor de	Verb of appreciation/ understanding	es valorar más
	otras personas/ las personas /la gente	What is valued, ie people, being human (if in a sensible answer), not self, places, (ACC la vida) NOT otras razas	al ser humano



**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, eg 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.

**Task 6**

10 marks for language

Mark 100 words maximum

For ACCURACY, give mark out of 5, but deduct if there is not enough text.

For RANGE, first tick up to 10 points made, including points made in the personal opinion from (b).

Over 8 points: assess on full range of 5 marks.

5 to 7 points: assess on up to maximum 3 marks

Below 5 points: assess on maximum 2 marks.

If there has been NO attempt at a personal response, then deduct 1 mark from the marks awarded for the range grade.

Information points which candidates may include:

**(a) (i)** el hostel y Costa Rica (al empezar el trabajo)

<b>El hostel</b>	<b>Costa Rica</b>
Basic	Natural beauty
Only had one good point	Important for animal or plant life
Which was the open air patio	And for human life
Full of scented roses	One of the more precious ecological zones in the world
You could socialize/ enjoy yourself there	

**(ii)** problemas con la protección ecológica y medidas tomadas por CR y organizaciones globales

<b>problemas con la protección ecológica</b>	<b>medidas tomadas por CR</b>	<b>y organizaciones globales</b>
difficult to protect the environment	(Strict) laws	Declared the national parks and reserves
from ruthless exploitation	to protect the environment	as wild life refuges
		(UNESCO) world heritage site

**(iii)** reacción de Katy después de conocer el medioambiente y la gente de CR

<b>reacción de Katy después de conocer el medioambiente</b>	<b>y la gente de CR</b>
a revelation	Enriching contact
	hospitality
	have preserved environment
	have kept traditions /folklore
	have kept gastronomy

**(b)** Candidate's own opinion on the gap year.

**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, eg 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.

**Advanced Subsidiary GCE Spanish 3863  
January 2007 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
<b>2671/01</b>	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2671/02</b>	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2671/03</b>	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
<b>2672</b>	Raw	80	68	60	52	45	38	0
	UMS	120	96	84	72	60	48	0
<b>2673</b>	Raw	60	42	37	33	29	25	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
<b>3863 (Agg Code)</b>	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
<b>3863 (Agg Code)</b>	38.3	54.2	72.9	83.2	98.1	100.0	107

**Advanced GCE Spanish 7863  
January 2007 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
<b>2675</b>	Raw	80	62	57	52	48	44	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
<b>7863 (Agg Code)</b>	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
<b>7863 (Agg Code)</b>	10	70	80	100.0	100.0	100.0	10

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