

Spanish

Advanced GCE **A2 7863**

Advanced Subsidiary GCE **AS 3863**

Mark Schemes for the Units

June 2007

3863/7863/MS/R/07

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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

Unit	Content	Page
2671/01, 02, 03	Spanish: Speaking	1
2672	Spanish: Listening Reading & Writing 1	7
2673	Spanish: Reading & Writing	19
2674/01, 03	Spanish: Speaking & Reading	25
2675	Spanish: Listening, Reading & Writing 2	31
2676	Spanish: Culture & Society	43
*	Grade Thresholds	49

**Mark Scheme 2671/01, 02, 03
June 2007**

Unit 2651 (French), 2661 (German), 2671 (Spanish)**Components 01, 02 and 03: Speaking****Total: 60 marks****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, eg 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, eg 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
June 2007**

Modern Languages at Advanced Subsidiary
UNIT 2, Listening, Reading and Writing 1

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 (\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 right-hand* 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**.

Transcript

TAREA 1

El 15 de julio, Noche del Vino en Aguaverde. Nuestra quinta fiesta anual comenzará a las once de la mañana con una misa solemne. Luego, acércate a la plaza para ayudar a pisar las uvas, siguiendo el método milenario de nuestra agricultura. El Ayuntamiento te invita a almorzar con nosotros migas, uvas y vino. Finalmente, sigue con nosotros hasta la salida del sol, disfrutando de un auténtico espectáculo de música folklórica en la plaza.

TAREA 2

¿Acabas de gastar un montón en comprar tu primera casa? ¿Quieres amueblarla bien pero te falta dinero? Ven a Todomueble –desde 1947 tenemos especialistas que te ofrecerán consejo sobre cómo amueblar bien tu dormitorio y salón, a precios verdaderamente irresistibles, y con facilidades de pago. Nunca habrás visto muebles tan bien hechos. Visítanos en nuestro nuevo comercio junto a la estación. Y no te pierdas nuestra promoción extraordinaria de agosto en sofás y muebles de dormitorio infantil.

TAREA 3

Esta semana el aeropuerto de Málaga registrará un tráfico aéreo de 1 769 vuelos. Para atender la demanda aérea causada por la Feria, que se inicia pasado mañana, se establecerán dentro del aeropuerto medidas adicionales de atención a las necesidades del viajante, con una especial regulación de los taxis en las zonas de acceso.

La jefatura provincial de tráfico calcula que más de un millón y medio de vehículos, más de la mitad en viaje de largo recorrido, llegarán en las inmediaciones de Málaga este fin de semana. Se planifican medidas de vigilancia por radar para intensificar el control de velocidad. Además, habrá una operación de la Policía Municipal para reducir la alcoholemia en carretera.

RENFE anuncia que durante la Feria circularán diariamente el doble de plazas habituales en los trenes entre Madrid y Málaga.

TAREA 5

Hola, Christine, soy Rodolfo Paz. Gracias por su llamada referente a la feria de Londres. He tardado 48 horas en contestar porque me tomaba un corto descanso en el campo. Llamo para confirmarles que sí queremos asistir a la Feria. Queremos un stand de al menos cincuenta metros cuadrados. Quiero que esté lo más cerca posible de la entrada principal y sobre todo que tenga conexión de agua. Mandaré nuestros productos a exponer por camión la semana anterior a la Feria. Yo como director pienso asistir, acompañado de mi ayudante y cinco miembros del equipo de ventas y necesitaremos estar alojados al lado mismo del recinto ferial. Ahora, supongo que necesitarán una idea de la clase de publicidad y la gama de productos que presentaremos, y para eso pienso mandarles un fax. Adiós.

TAREA 1**1 mark each item**

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

TAREA 2**1 mark each item**

- a) ✓
- b) ✓
- c)
- d)
- e)
- f) ✓
- g) ✓
- h)
- i)
- j) ✓
- k) ✓
- l)
- m) ✓
- n)

TAREA 3**1 mark each item**

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

TAREA 4**1 mark each item**

- a) D
- b) J
- c) B
- d) R
- e) N
- f) F
- g) K
- h) E
- i) O
- j) P

TAREA 5

[15 puntos + 5 puntos por calidad de lenguaje]

a) 1 mark

un par de días	un par de semanas	un par de meses
✓		

b) 1 mark

enfermedad	vacaciones	trabajo
	✓	

c) 1 mark

1 – (confirmarles que) quiere(n) asistir a la Feria ...

ACC. « queremos » if a literal transcription but not if the person is contradicted by a preceding verb (e.g. dice/confirma que queremos asistir).

ACC. ser, estar, acudir, ir

ACC. exposición, exhibición, certamen, Ferias, but **REJ.** « show » or « fair » in English.

d) 1 mark

15	50	500
	✓	

e) 2 marks

1 – (que esté (lo más)) cerca de la entrada (principal) (posible y)

ACC. junto a, justo en, casi en, al lado de

REJ. una entrada unless accompanied by « principal »

1 – (sobre todo que tenga) (conexión de) agua.

f) 2 marks

1 – (por) camión

1 – la semana anterior (a la Feria) but **REJ.** just “la semana anterior” if the main verb is past, (e.g. “mandó”).

ACC. antes

REJ. Interior

g) 3 marks

1 – Rodolfo Paz (el director) **ACC.** yo mismo1 – (su) ayudante **ACC.** asistente **REJ.** mis ayudantes1 – cinco (miembros del equipo) de ventas (idea of 5 *vendedore* needed)

h) 1 mark

1 – (estar) al lado de la feria

ACC. a lado de, no lejos de, cerca de, junto a. **REJ.** « alado »

ACC. « recinto » or any incorrect attempt at « recinto » provided it is followed by ferial, and provided it does not contradict the meaning (e.g. « reciente »), but **REJ.** any deviation from ferial (serial, referial).

i) 3 marks

1 – (Para) darle una idea

“una idea” in itself is not sufficient. We need a verb (es, para mandar/discutir, para informar, etc.) ACC. necesitan/necesitarán una idea, despite potential confusion.

1 – de la (clase de) publicidad **REJ.** Una (clase de) publicidad

1 – y (la gama de) productos que presentarán

ACC. either present or future, first or third person, presentar, presentados but **REJ.** any element based on « representar ».

Grid 2A: 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 there may be errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.
5	Very Good	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

[15 marks+ 5 marks for quality of English]

1. Lo que quiero es que en la « London Tile Fair », nuestros azulejos tengan un gran impacto visual (1 mark)

What I want is that, in the « London Tile Fair », our tiles should have a (great) (visual) impact

ACC. any version in the third person, i.e. “what he wants” provided it is used consistently throughout the text. Otherwise penalise the first time and then allow.

ACC. “be striking”, “stand out”

2. para los representantes de los más importantes distribuidores ingleses, (1 mark)

for the (representatives of) (the most) important English distributors,

“representatives” is optional, but if included, then **ACC. representants but REJ. clients**

ACC. biggest

ACC. wholesalers, REJ. distributions

3. que seguramente asistirán / a esta Feria de tanta categoría. (2 half marks)

who are sure to attend / such an important Fair.

ACC. will probably

ACC. significant, famous

ACC. calibre, class, quality, standard, status

REJ. any reference to “category”, if this suggests the type of fair rather than its quality.

Use of adjectives of quality such as fine, high, grand, important, exclusive, great, etc., will be needed, but just “of such a category” is not acceptable.

ACC. spelling “Fayre”

4. Es por eso que quiero que nuestro stand sea la primera cosa que se vea al entrar. (1 mark)

(That is why) I want our stand to be the first thing one sees on going in.

ACC. at the entry/entrance

ACC. if “on going in” is omitted but the sense is still clear.

REJ. “the first thing to be seen being entered”

5. Y si estamos lejos del stand de cualquier empresa competidora de España, / ¡tanto mejor! (2 half marks)

And if we are far away from the stand of any Spanish competitor company, / so much the better!

«stand» may be omitted if already used in 4.

Either “competitor” or “company” may be omitted but not both.

6. En primer lugar quiero promocionar / nuestros azulejos para las paredes de baño y cocina, (2 half marks)

In the first place I want to promote / our wall tiles for kitchens and bathrooms.

ACC. above all, first of all, especially, particularly

ACC. advertise

REJ. bathroom walls and kitchens

If “tiles” was not understood in point 1, do not penalise again here.

7. que en el pasado han tenido buena aceptación. (1 mark)

which in the past have been popular.

ACC. any idea of “doing well”, being outstanding, having a good response.

ACC. acceptance but REJ acceptance

8. En nuestros anuncios españoles promocionamos los azulejos (1 mark)

In our Spanish adverts we promote the tiles

ACC. promotions but REJ. announcements, news

ACC. advertise

9. no sólo por su aspecto decorativo, / sino también por su resistencia y facilidad de limpieza. (2 half marks)

not only for their decorative aspect, / but also for their durability and ease of cleaning.

ACC. look, appearance, decoration

ACC. hardness, resistance, strength

ACC. easiness but REJ facility, cleaning ability

10. Nuestra agencia de publicidad nos va preparando material de promoción – (1 mark)

Our publicity agency is preparing some promotional material –

ACC. marketing department, agent, media department/unit, but REJ. public or publishing agency.

ACC. any reasonable tense (past, present or future)

ACC. promotion, advertising

11. carteles, folletos etcétera – que seguirá la misma línea, pero en inglés. (1 mark)

posters, leaflets, etc. – which will follow the same line, but in English.

ACC. banners but REJ. letters, cards, billboards, cartels, folders.

ACC. flyers

ACC. format, concept, guidelines, rule, theme

12. Entre las novedades que vamos a presentar en La Feria (1 mark)

Among the novelties which we are going to present in the Fair

ACC. within, in, but REJ. between

Must have the idea of newness, but REJ. news.

ACC. introduce

ACC. Feria

13. creo que la línea que tendrá más éxito, / son las fuentes ornamentales de jardín. (2 half marks)

I think the line which will be most successful / is the (ornamental) garden fountains.

ACC. “what” (for la línea)

REJ. verb in the past

ACC. best, more successful

ACC. outdoor (for garden)

REJ. ornament(s)

14. Pensamos traer unos modelos / que han resultado muy populares en España; (2 half marks)

We are planning to bring some models / which have been very popular in Spain;

ACC. thinking, intending

ACC. the idea of “trying out on the public” as in “we are thinking of trying (out) some models”.

ACC. styles but REJ. products, items

REJ. one of the models

ACC. proved, turned out but REJ. resulted.

15. es por eso que el suministro de agua al stand / será imprescindible. (2 half marks)

That is why the supply of water to the stand / will be (so very) important.

REJ. because (for “why”)

ACC. “water” alone, but if an attempt to translate “suministro” is made, then it must make sense, i.e. REJ. submission of water, minister of water, summoning of water.

ACC. vital, essential, indispensable, critical but REJ. impressive.

Grid 2B: Quality of written English

5 marks

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

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

Task 7

10 marks

Content to be included:

Thank you for the confirmation.
I shall do my best to meet your requirements.

I shall certainly be able to reserve a stand for you,
of the size and type you want.

However, I regret that it is now too late
to specify the exact position of the stand.

I have already booked the hotel for your group,
and I am sure you will find it suitable.

I will need to talk to you very soon
to discuss the final arrangements for your stand.

N.B. Translation of instructions (e.g. Por favor dígame que...) to be penalised the first time for content.

If an attempt is made to convey a point, this should be allowed even if the meaning is unclear or incorrect.

Grid 2C: Writing

10 marks

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.

**Mark Scheme 2673
June 2007**

Modern Languages at Advanced Subsidiary 2673
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 puntos

TAREA 1		TAREA 2																									
a	(i)	<table border="1"> <tr> <td>Ej. 20</td> <td>1957</td> <td>19</td> <td>5</td> <td>13</td> <td>1,65</td> <td>6</td> <td>9</td> <td>8</td> </tr> <tr> <td>A</td> <td>I</td> <td>H</td> <td>K</td> <td>L</td> <td>M</td> <td>E</td> <td>F</td> <td>O</td> </tr> </table>								Ej. 20	1957	19	5	13	1,65	6	9	8	A	I	H	K	L	M	E	F	O
Ej. 20	1957									19	5	13	1,65	6	9	8											
A	I									H	K	L	M	E	F	O											
b	(iii)																										
c	(i)																										
d	(i)																										
e	(iii)																										
f	(iii)																										
g	(ii)																										
7 @ 1 each = 7 puntos		8 @ 1 each = 8 puntos																									

TAREA 3 **Quality of Language** – as per grid in specification **10 marks**
Comprehension of Content – as per grid in specification **10 marks**

Points from text Marks
1 mark for each point mentioned (up to max 10)

Points to be included or alluded to:

- 1 not just for rich / not a luxury
- 2 essential for all working / many parents
- 3 baby sitter not enough
- 4 allows parents to earn living / pay bills
- 5 from very young to school age
- 6 thousands (lots) of children have them / they are popular
- 7 lets parents work without worries
- 8 actors can't use crèches / playschools
or nanny more flexible / not a luxury for workers with unsocial hours
- 9 difficult / impossible to find ideal nanny
- 10 lots of complaints
- 11 directed at nationals as well as foreigners
desirable and undesirable qualities
- 12 trustworthy / common sense / responsible / young (2 from 4)
- 13 have energy for children (REJECT *llevarse bien*)
- 14 don't speak Spanish or necessary to speak Spanish
- 15 take children to bars / see boyfriend
- 16 leave at short notice (REJECT leave child on its own)

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 marks**

Might include:

- for* stimulates children to have personal minder
always on hand when needed
more ready to play than parents etc. etc.
- against* parents should be there in early years
leads to problems in later life etc. 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 marks

TAREA 4 1. para 2. dice 3. al 4. acabas 5. buena 6. Hay 7. hable 8. Al	9. harás 10. observarla 11. a ella 12. pagada 13. nuestros 14. algún 15. primer 15 @ 1 each = 15 puntos
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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.

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

**Mark Scheme 2674/01, 03
June 2007**

Unit 2654 (French), 2664 (German), 2674 (Spanish)
Components 01 and 03: Speaking and Reading

Total: 60 marks

Section A Discussion of Article

Response to and understanding of article 10 marks (A02) (Grid 4A)

Comprehension of and response to examiner 10 marks (A01) (Grid 4B)

Section B General conversation

Spontaneity, comprehension, responsiveness, fluency 15 marks (A01) (Grid 4C)

Pronunciation and intonation 5 marks (A01) (Grid 1F)

Quality of Language 10 marks (A03) (Grid 4D)

Factual knowledge, ideas and opinions 10 marks (A04) (Grid 4E)

Section A: Discussion of article: Grids 4A and 4B**20 marks****Grid 4A: Response to and understanding of article****10 marks**

0-2	Very Poor	Minimal understanding shown of article. Ideas largely superficial.
3-4	Poor	Limited knowledge shown of article. Considerable gaps in understanding.
5-6	Adequate	A reasonable level of understanding. Needs encouragement to develop ideas.
7-8	Good	Article generally well understood, but ideas rather limited.
9-10	Very Good	Excellent understanding of all aspects of the article.

Grid 4B: Comprehension of and response to Examiner**10 marks**

0-2	Very Poor	Severe problems of comprehension. Very marked hesitation. Limited responsiveness.
3-4	Poor	Has general difficulty in understanding. Limited response to the majority of topics raised.
5-6	Adequate	Understands questions on basic concepts but has difficulty with more complicated ideas. Some delay in response.
7-8	Good	Few problems of comprehension. Responds readily and without undue hesitation. Quite forthcoming.
9-10	Very Good	No problems of comprehension. Prompt response to questions. Takes initiative in developing themes.

Section B: General conversation: Grids 4C, 1F, 4D and 4E**40 marks****Grid 4C: Spontaneity, comprehension, responsiveness, fluency****15 marks**

0-3	Very Poor	Severe problems of comprehension. Very marked hesitation. Limited responsiveness. No fluency or feel for the language.
4-6	Poor	Has general difficulty in understanding. Limited response to questions on majority of topics raised. Little fluency or feel for the language. Translates literally from the mother tongue.
7-10	Adequate	Understands questions on basic situations and concepts but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. Reasonable fluency and feel for the language with occasional use of relevant idiom. Limited expression of ideas.
11-13	Good	Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead. Good fluency and feel for the language. Shows competent use of relevant idiom.
14-15	Very Good	No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics. Able to guide the discussion and lead the examiner, offering and seeking opinions as appropriate. Very good feel for the language and is able to express concepts fluently and in the appropriate idiom.

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 4D: 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.

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.

Grid 4E: Factual knowledge, ideas and opinions

10 marks

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 topics being addressed by the candidate. Grid 4E focuses on (i) knowledge and factual information; (ii) evidence of reading and preparation; (iii) ideas and opinions. Note that response to the examiner is assessed as AO1 in Grid 4C. The concern here is with knowledge and opinions.

0-2	Very Poor	Conveys very little information about the topics. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously. Insubstantial and hesitant delivery. No, or very few, ideas or opinions expressed.
3-4	Poor	Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of preparation, but delivery is pedestrian, as are the one or two ideas expressed.
5-6	Adequate	Solid base of information with evidence of preparation. Material is factually sound, but with no evidence of wider reading. Material may not always be relevant. Exposition of topics is serious but somewhat stilted. Has begun to think about the issues and express ideas.
7-8	Good	Detailed exposition of the topics. Well-informed with a range of relevant factual information. Well prepared material. Interesting ideas and observations.
9-10	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, and is expressed in a range of opinions and observations. Detailed preparation evident and topic presented with style and flair.

Note: In cases where candidates fail to offer some factual knowledge, ideas and opinions related to the country where the language is spoken, a maximum of 4 marks (Poor) will be available on Grid 4E.

**Mark Scheme 2675
June 2007**

Unit 2675
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 right-hand* margin. At the end of the exercise write the total marks, **and ring this figure**.

* Left-handed markers may use the left-hand 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 of 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

20 marks for comprehension + 5 for language

If more than the core answer is given: for the mark to be awarded, the additional information must not render the answer untrue.

- (a) Los que hacen exámenes. 1 (any reasonable tense)
- (b) No saben si quieren ir a la Universidad. 1
No saben qué estudiar. 1 NOT qué trabajo
- (c) Es una carrera (muy) solicitada / es popular. ACC la más solicitada 1
- (d) abandonar los estudios a los 16 ó 18 años es un peligro (ref to either age acceptable – or other age related phrase) 1
vivimos cerca de 70, 80 ó 90 años (OR) nos queda mucho tiempo por delante (OR) suitable reference to future or longevity 1
es importante formarse / prepararse para el futuro. 1
- (e) (Escoger) la que te guste (de verdad). 1
Es para (toda) la vida. 1
- (f) La formación integral / de la persona es más importante (que el dinero). 1
Estudiar algo (OR trabajar en algo) que no te guste, (sólo por el dinero), es muy triste / te deja infeliz. / Estudiar algo que te guste te hará feliz. / Estudiar algo que te gusta es más importante que el dinero. 1
- (g) Sería afiliarse a algún partido (para progresar dentro). 1
- (h) Hay trabajo / salidas (en Inglaterra) / fuera de España, 1 NOT studying in England
en la enfermería / para los diplomados en/ los que han estudiado enfermería. 1
- (i) Hay una falta de adaptación entre los estudios y lo que se pide en el trabajo. 1
ACC adaptación NOT adopción
- (j) (El mercado) avanza más rápidamente que la enseñanza 1 ACC avanza NOT avanca
Resulta difícil coordinar a los dos. 1 ACC cordinar
- (k) En teoría todas las universidades son iguales (pero en realidad no es así) / Todas las universidades deberían ser iguales / No todas son iguales. 1
- (l) Publican (appropriate verb required) un ranking / información (para ayudarte a escoger). 1
- (m) (El año pasado) 8 de cada 10 alumnos consiguieron estudiar / estudiaron (must include reference to past) la carrera que querían (NOT creían, creen) **OR** para animar a los alumnos. 1

TAREA 1 TRANSCRIPT

PRESENTADORA: Los estudiantes sufren estos días los temidos exámenes de acceso a la Universidad; pero pronto tendrán los tres meses de las vacaciones de verano. Pero la verdad es que, para ellos, estas vacaciones no serán como las anteriores, porque estarán llenas de problemas y preocupaciones, principalmente para los muchos que todavía no saben si quieren ir a la Universidad, y los que no saben qué carrera van a estudiar. (Pausa)
Las carreras más solicitadas suelen ser Periodismo, Medicina, Enfermería y Administración de Empresas. Pero cada estudiante tiene que tomar su propia decisión.
Para ayudar a tomar una buena decisión, hoy en el estudio hablamos con Miguel Gómez, experto en información universitaria.

PRESENTADORA: Miguel, tengo una serie de preguntas que nos han mandado nuestros oyentes.

MIGUEL: Pues con mucho gusto.

PRESENTADORA: Para empezar, ¿todo el mundo tiene que ir a la universidad?

MIGUEL: Yo diría que abandonar los estudios a los 16 ó 18 años es un peligro porque hay que considerar que vivimos cerca de 70, 80 ó 90 años, o sea que nos queda mucho tiempo por delante. Así que resulta muy importante formarse bien para el futuro.

PRESENTADORA: ¿Y qué se debe tener en cuenta al elegir una carrera?

MIGUEL: Sin duda alguna tienes que escoger la que te guste de verdad... Y ten en cuenta que es para toda la vida.

PRESENTADORA: Pero el dinero que puedes ganar será más importante, ¿no?

MIGUEL: La verdad es que se debería pensar en la formación integral de la persona más que en contar los billetes de banco. Es que... si no te gusta lo que haces, estudiarás a disgusto y sin sentirte feliz. Creo que si estás obligado a trabajar en algo que no te gusta, es muy triste.

PRESENTADORA: ¿Y cuál es la carrera que más le recomiendas a Ana que nos pregunta desde Granada cómo puede llegar a entrar en política?

MIGUEL: Es interesante que escoja una carrera de Ciencias Sociales; también muchos políticos son expertos en Derecho, así que es otra opción para estudiar, y mi tercera sugerencia sería afiliarse a algún partido político para progresar dentro.

PRESENTADORA: Juan Pablo, de Logroño, quiere saber si la carrera de enfermería tiene posibilidades.

MIGUEL: Sin duda alguna. Los diplomados españoles en enfermería encuentran trabajo, pero, claro, hay que salir de España. En Suecia, en Inglaterra hay muchas salidas.

PRESENTADORA: Entonces en enfermería encuentran trabajo. Pero en ciertas carreras, no siempre es el caso ¿verdad?

MIGUEL: Seguro que no. Es que hay una falta de adaptación entre lo que se estudia y lo que se pide cuando salimos a trabajar.

PRESENTADORA: ¿Cómo explicas esta situación?

MIGUEL: Supongo que será porque el mercado avanza más rápidamente que la enseñanza y siempre resulta difícil coordinar a los dos.

PRESENTADORA: ¿Existen diferencias... o sea es mejor estudiar la carrera en una universidad más que en otra?

MIGUEL: En teoría, todas las universidades deberían ser iguales pero todos sabemos que la teoría no es la realidad, o sea..., por ejemplo, una tendrá una mayor posibilidad de acceso al empleo, otra tendrá instalaciones más modernas.

PRESENTADORA: ¿Y cómo se puede saber cuál es la mejor para tu carrera?

MIGUEL: Claro que todo depende de tu escala de prioridades, pero quisiera recordar a los oyentes que la prensa nacional publica de hecho cada año un ránking, ordenado por carreras, donde puedes orientarte más detalladamente.

PRESENTADORA: Miguel, muchas gracias. Y para terminar, sólo queda destacar a nuestros oyentes que el año pasado 8 de cada 10 alumnos consiguieron estudiar la carrera que querían.

To assess the language mark for Tarea 1:

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.

Tasks 2-5: 5 marks for language overall (see grid below: page 40)

TAREA 2

16 marks for comprehension

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

(a) What was the precise origin of this plan? [2]	a) Group of organisations (made the plan) (NOT organisers) 1 <u>Including / and</u> various local authorities 1 (do not have to specify which; ACC any reference to government)
(b) What were the two intentions of the plan? [2]	b) Alternative use of (long) <u>disused</u> train lines 1 Provide access to the (delightful) places <u>they run through</u> / to the country. 1
(c) What three ideas are mentioned as being among the aims of the Vías Verdes? [3]	c) Bring <u>people</u> (NOT city dwellers) closer to nature. 1 (Promote) exercise <u>in the open air</u> . 1 (Promote) <u>active</u> tourism. 1
(d) Apart from walking, what two means of transport are allowed now on the Vías Verdes? [1]	d) bike or horseback (both needed) 1 (ACC wheelchair as one of the two)
(e) What are the typical characteristics of these routes? [2]	e) Gentle slopes / No steep hills / Not steep (NOT smooth) 1 (Designed) to be enjoyed in a leisurely / relaxing fashion. 1
(f) Why are they said to be safe? [1]	f) All <u>motorised traffic</u> is banned. (NOT traffic, cars) 1 ACC vehicles
(g) Why are they said to be open to all? [1]	g) Accessible to (accept either/or) wheelchairs / to people with disabilities. 1 (NOT regardless of ability)
(h) Give three reasons why the writer of this article clearly considers the Vías Verdes to be a positive influence in society. [3]	h) Human relationships are encouraged / fostered. 1 Invite direct contact between people. 1 Differences of age or situation make no difference. 1 (accept either example of difference)
(i) How does the writer sum up his view of the Vías Verdes? [1]	i) They are spaces where people (NOT people from the city – unless already penalised) get on / can be together / meet / be in peace / live together. (NOT convenience / convenient etc) 1

TAREA 3

6 marks for comprehension

(a) 180	(a) Hay 180 <u>municipios / pueblos</u> que <u>colaboran</u> en el desarrollo del Plan. ACC past
(b) 850	(b) 850 es el número de <u>kilómetros</u> de <u>Vías Verdes</u> que <u>ya existen</u> . (MUST REFER TO PRESENT OF VIAS VERDES)
(c) 30 millones	(c) 30 millones de <u>euros</u> es el dinero que <u>han pagado para crear las</u> (primeras) <u>Vías Verdes</u> . (MUST REFER CLEARLY TO SPENDING IN THE PAST)
(d) 300	(d) Están haciendo <u>planes</u> para crear 300 <u>Km. más</u> de Vías Verdes. (REFERENCE TO FUTURE OF VIAS VERDES)
(e) 18 000	(e) 18 000 es la cantidad de <u>Guías / libros / ejemplares</u> que <u>vendieron</u> . NOT nombre
(f) 15	(f) 15 es el <u>precio</u> en euros de cada <u>volumen</u> / libro /ejemplar de la Guía.

TAREA 4

6 marks for comprehension

a) Las Vías Verdes tienen información bien evidente para orientar al visitante.	✓	a
b) Medir la seguridad en ciertos tramos es peligroso.		
c) Hay planes para aumentar lo que se ofrece al visitante.	✓	c
d) A no ser que resulte imposible, la intención es de volver a usar edificios ya existentes.	✓	d
e) Habrá algún efecto negativo en el entorno.		
f) El deterioro de los lugares regenerados será otro efecto inevitable.		
g) Se permite un mayor nivel de desarrollo urbanístico en las zonas afectadas por las Vías Verdes.		
h) Dividen la sociedad en las áreas que afectan.		
i) Las Vías Verdes ofrecen nuevas fuentes de trabajo.	✓	i
j) Las Vías Verdes establecen para la gente la posibilidad de tener pasatiempos provechosos para la salud.	✓	j
k) Desgraciadamente las Vías Verdes crean en las comunidades lugares donde las personas pueden abusar de las drogas o del alcohol.		
l) La intención es de mejorar las condiciones de todos los que tienen algo que ver con las Vías Verdes.	✓	l

TAREA 5

12 marks for comprehension

- (a) Los usuarios de las Vías Verdes no hacen mucho ruido porque respetan a la naturaleza / es contrario a las reglas. [1]
- (b) La segunda de las cuatro reglas mencionadas es que, al caminar por una Vía Verde, es importante no...salir de la ruta marcada. [1]
- (c) Al lado de las Vías, hay señales que indican las (únicas) áreas de descanso (permitidas). [1]
- (d) Los propietarios de terrenos cerrados no quieren que la gente entre (en sus terrenos). [1]
- (e) Para prepararse bien, el turista estudia la información / la Vía y lo hace antes de recorrerla / salir (de casa) / con cuidado / así que está preparado. [2]
- (f) En ciertas Vías Verdes con túneles, sólo pueden pasar / seguir (su camino) los que tienen luz / linterna. / se puede pasar con linterna. [1]
- (g) Las rutas de las Vías no siempre siguen la línea de tren y por eso el turista se puede perder a menos que se prepare bien / analice la ruta / sepa cuál es el (buen) camino (para seguir). [2]
- (h) A veces hay turistas que vuelven a casa frustrados porque no vieron algún lugar interesante / estudiaron / analizaron la ruta bien antes de salir. [1] (*Most possible answers need to have past reference.*)
- (i) Hay que vestirse según (las necesidades de) la estación del año / adecuadamente / con la ropa necesaria. [1] (not con cuidado)
- (j) Cada visitante saca mucho provecho de las Vías Verdes a condición de que haga lo que tiene que hacer / haga (un) poco / haga algo / siga las reglas. [1]

To assess the language mark for Tareas 2-5:

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.

TASK 6

10 marks for language

In (b) 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 correctly made, including points from 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) **La popularidad de España entre los que quieren comprar una casa en otro país**

- Es de moda. Se ve mucho en la televisión.
- Cada vez más británicos compran una casa en el extranjero.
- España es el destino más popular para los británicos que compran casas en el extranjero.
- Prefieren España por el clima.
- Según el gobierno británico, los británicos tienen unas 70.000 casas en España.
- En realidad hay muchas más.
- Algunos dicen que los británicos son los que poseen un tercio de las casas compradas por los extranjeros.
- En un periodo de 17 años, el gobierno español ha dado permisos de residencia a 400.000 británicos.

(ii) **Lo que dice el autor sobre el mercado de la vivienda en España**

- Ha sido el más activo de Europa.
- Ha subido un 120% desde 1998.
- No se repiten los grandes aumentos de precio de años recientes.
- Los precios varían mucho de una región a otra.
- Se paga más para una casa recién construida.
- Los hogares en las grandes ciudades cuestan más.
- Los agentes (inmobiliarios) hablan inglés sólo en las zonas turísticas.
- Es muy importante tener un abogado bilingüe.

(iii) **Lo que dice sobre sus experiencias de comprar una casa en España**

- Describe su experiencia como típica de mucha gente.
- No tuvo problemas.
- Es normal no pagar el precio que se pide.
- Se firma un contrato (que incluye el precio y la fecha de terminar la casa, si es nueva).
- Se paga un pequeño depósito.
- Si el comprador no compra la casa, pierde el depósito.
- Si el vendedor no vende la casa, tiene que pagar el doble del depósito al comprador.
- Cuando se finaliza la venta, todos firman los papeles y se paga el resto del dinero.

(b) Candidate's own opinion on the possible problems of settling in another country.

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.

**Mark Scheme 2676
June 2007**

Unit 2656 (French), 2666 (German), 2676 (Spanish)
Culture and Society (written paper)

Total: 60 marks

Information about and understanding of topics, texts and issues 40 marks for each essay (AO4) [Grid 6A]

Quality of Language 20 marks for each essay (AO3) [Grid 6B]

The following general principles apply to the marking of the Culture and Society paper in all languages.

- 1 **Assessment criteria:** All scripts are to be marked in accordance with the assessment criteria below (Grids 6A and 6B).
- 2 **Marking:** Examiners are asked:
 - (a) to single underline all language errors
 - (b) to indicate omissions by a caret sign (^)
 - (c) to indicate superfluous or unclear material by a wavy line.
- 3 **Comments:** Examiners are asked to write **no comments** at all on the scripts. However, in certain cases it may be helpful to attach comments on a separate sheet when an explanation of the allocation of marks may be deemed necessary.
- 4 **Length:** There is no limit on the number of words to be written per essay. No penalties, therefore, are to be imposed.

Essays which are too short should be assessed as normal; the shortness will usually be self-penalising.

- 5 **Rubric infringements:**

Where candidates write their essays based on the same text or topic, only the better of the two should be marked.

In such cases the action taken by the examiner must be clearly shown at the foot of the essay, and the words **RUBRIC INFRINGEMENT** written on the front cover. There is no need to mark such scripts for the attention of the Team Leader.

Any other cases of rubric infringements should be drawn to the attention of the Team Leader.

- 6 **Reference to the country:** Both the Aims and the Assessment Objectives of the specification indicate that essays in Section C must relate to "**a country where the language studied is spoken**". It is acknowledged that some of the topic titles have international application, but each title in the specification specifically refers to the country/countries in question. There is, therefore, no excuse for essays which do not refer to the country/countries studied. It should be noted in this respect that, with the exception of those topic areas asterisked in the specification, **any** country where the language is spoken is acceptable for the purposes of this paper (eg Francophone Africa, Austria, Latin America).

Essays which make no or little reference to the country/countries in question may be awarded no more than 7 marks on both grids.

- 7 **Indication of marks:** At the end of each essay, the examiner must show the mark awarded under each separate grid, and the resulting total, which should be ringed.

e.g.

6A	15	17	32
6B	6	7	13
			45

Add the two totals out of 60 together to get an overall mark out of 120. Divide this by two (rounding up any $\frac{1}{2}$ marks) to get a final total out of 60. Indicate this on the front cover of the answer script.

e.g.

$$45 + 38 = 83 = \textcircled{42}$$

Grid 6A (1):**Information about topics, texts, relevance and appropriateness of response****20 marks**

0-3	Very Poor	Extremely brief and/or very inadequate answer. Little or no knowledge of the text/topic. Frequent irrelevance. A very superficial treatment of the task.
4-7	Poor	The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. There are omissions and some irrelevancy in completing the task.
8-11	Adequate	Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Rather dull treatment of the task.
12-15	Good	Evidence of thought and preparation showing a sound knowledge of the text/topic, supported by factual knowledge. Mainly relevant to the task and demonstrating some imagination and/or originality (where appropriate).
16-18	Very Good	The text/topic is used and pointed to the question, the general issues pertinent to the text/topic have been taken into account in response to the question. There is evidence of an ability to produce an imaginative and/or original response to the task (where appropriate).
19-20	Excellent	Intelligent use of factual information, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. A precise and thorough response to the task showing insight into the text/topic.

Grid 6A (2):

Understanding of topics, texts and issues, structure and development of ideas **20 marks**

0-3	Very Poor	May have great difficulty communicating at this level in the foreign language. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.
4-7	Poor	Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion. Rambling and disjointed.
8-11	Adequate	Ideas generally organised in a structured way and some ability to organise into paragraphs and sequence the argument, although somewhat superficial.
12-15	Good	Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.
16-18	Very Good	The essay has an argument and develops a case but there may be some limitations in scope. There is a clear line of thought and/or evidence of an ability to draw conclusions.
19-20	Excellent	Well-balanced and coherent piece with an excellent introduction and good organisation with clarity and a sense of control. Ideas clearly linked and well-developed. Thoughtful work.

Grid 6B: Quality of Language

20 marks

Grammatical accuracy

10 marks

1-2	Very Poor	Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.
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.
5-6	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.
7-8	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.
9-10	Very Good	High and quite consistent level of accuracy. 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

10 marks

1-2	Very Poor	Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.
3-4	Poor	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.
5-6	Adequate	Some attempt to extend range of vocabulary, but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.
7-8	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.
9-10	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.

**AS GCE/Advanced GCE Spanish 3863/7863
June 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2671	Raw	60	47	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2672	Raw	80	67	59	51	43	35	0
	UMS	120	96	84	72	60	48	0
2673	Raw	60	45	40	35	31	27	0
	UMS	90	72	63	54	45	36	0
2674	Raw	60	48	43	38	33	29	0
	UMS	90	72	63	54	45	36	0
2675	Raw	80	66	60	54	48	42	0
	UMS	120	96	84	72	60	48	0
2676	Raw	60	46	41	36	31	26	0
	UMS	90	72	63	54	45	36	0
2677	Raw	60	50	45	40	35	30	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
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
3863	28.7	52.0	71.3	86.3	95.4	100.0	1538
7863	39.5	66.9	84.6	94.2	98.5	100.0	1236

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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