

GCE

Spanish

Advanced GCE A2 7863

Advanced Subsidiary GCE AS 3863

Mark Scheme for the Units

January 2008

3863/7863/MS/R/08J

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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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2671 Spanish: 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.

2672 Spanish: Listening Reading & 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**.

Total for paper

80 marks

Section 1A

Task 1 **5 marks** **Un mensaje para los consumidores**

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

Task 2 **5 marks** **Los perros abandonados**

- a) Los centros de acogida están llenos todo el año. ✓
- b) Tienen que aceptar más perros en invierno.
- c) En ciertas épocas del año, tienen que aumentar el número de perros por jaula. ✓
- d) No pueden con todos los perros abandonados. ✓
- e) No tienen bastante comida para todos los perros abandonados.
- f) Mucha gente es alérgica a los perros.
- g) Hay más perros en la calle en verano.
- h) Muchos perros se encuentran abandonados en las playas.
- i) Mucha gente quiere deshacerse de sus animales cuando va de vacaciones. ✓
- j) Muy pocos hoteles admiten a los perros. ✓

Task 3 **10 marks** **El cocinero español Ferrán Adrià**

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

Section 1B

Task 4 10 marks Los pasatiempos de los niños de hoy en día

The link between Question 7 and the intended answer E has been blurred because of an error in the question paper. Question 7 should read “Una de las preocupaciones de los padres....” and not “Una de las preocupaciones de los padres es que...”. As a result, because of the confusion that this could create for the candidate, all scripts were awarded a mark for question 7.

- 1 O
- 2 N
- 3 K
- 4 H
- 5 R
- 6 L
- 7 Any answer accepted
- 8 F
- 9 B
- 10 G

Section 2A

Task 5 15 marks content + 5 marks language

a)

1562	572	562
	✓	

[1]

b)

AQ184	JK184	GQ184
		✓

[1]

- c) Entregar la mercancía [1] **ACC. Una entrega, ACC. Direct transcription, ie prometimos una entrega**
dentro de los 15 días [1] **ACC. De entro de, entre de, entre**
- d) Porque hay una demora (inesperada) [1] **ACC. Past or future tense**
or
Por razones ajenas (a su voluntad) [1]
- e) (Va a mandar) un fax [1] **Wrong tense to be allowed but penalised in language mark**
- f) No tener bastantes cítricos /tener existencias escasas o agotadas [1]
- g) (Van a intentar) mandar/expedir/enviar [1]
la mitad (de la cantidad pedida) [1]
con toda urgencia [1] **ACC. pronto, rápidamente**

h)

tren	avión	barco
	✓	

[1]

- i) Porque todavía no la han arreglado [1] **ACC. reglado**
- j) Harán todo lo posible [1] **ACC. haremos**
REJ. Any sense of mere possibility, e.g. es posible que, hay la posibilidad de que
para que la mercancía llegue [1]
cuanto antes [1] **ACC. pronto, cuando antes**

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.

Section 2B

Task 6 Ejercicio de lectura (15 marks + 5 for quality of English)

- 1) Nuestro camión dejó la fábrica ayer por la tarde / rumbo a Inglaterra.

Our lorry left the factory yesterday afternoon, / heading for England.

ACC. truck, van, shipment. ACC. "set off"

"factory" may be omitted if the meaning is still clear.

ACC. evening, last night

(2 half marks)

- 2) Poco después de cruzar los Pirineos, / se vio bloqueado

Shortly after crossing the Pyrenees, / it found itself blocked

ACC. Pirineos, but count as error for language

ACC. any idea of "seeing" for "se vio", provided it relates to a jam or blockage.

(2 half marks)

- 3) por una huelga de los camioneros franceses que están paralizando el tráfico,

by a strike of French lorry drivers who are paralysing the traffic,

ACC. demonstration, protest ACC. lorries ACC. blocking, stopping

- 4) provocando retenciones / en distintas carreteras y autopistas.

causing hold-ups / on a number of roads and motorways.

ACC. queues but REJ. provoking retentions

ACC. any idea of thoroughfare, e.g. streets, dual carriageways

REJ. distant

(2 half marks)

- 5) Muchas estaciones de servicio están cerradas / por falta de suministros

Many service stations are closed / because they have no supplies

REJ. The majority of ACC. petrol, provisions, but REJ. staff

(2 half marks)

- 6) y centenares de camiones españoles / quedan inmovilizados en esta región.

And hundreds of Spanish lorries / are trapped in this region.

ACC. any reasonable indication of a large number (e.g. lots of)

ACC. were ACC. immobilised

(2 half marks)

- 7) Los huelguistas reclaman una reducción del tiempo de trabajo y el alza de los salarios.

The strikers are asking for shorter working hours and a wage increase.

ACC. protestors ACC. demanding, shouting for

- 8) Actualmente la huelga está en su quinto día / y no se sabe cuánto tiempo va a durar esta situación,
- The strike is currently in its fifth day / and it is not known how long this situation will last
ACC. if real meaning of “actualmente” not known
ACC. “it” for “this situation”
REJ. if sense of duration is not included, i.e. length of time it will last
(2 half marks)
- 9) lo que resulta, desde nuestro punto de vista, muy perjudicial,
- which from our point of view is very damaging
ACC. any idea of a negative result, e.g. harmful, prejudicial, dangerous, unjust, unfair
- 10) creando no sólo problemas de distribución
- creating not only problems in terms of distribution
- 11) sino también incertidumbres en cuanto a los precios de nuestros cítricos.
- But also uncertainties about the prices of our citrus fruits
“Uncertainties” may be missed out provided there is a link with “problems”
ACC. citric fruits, citruses, lemons
- 12) Primero, se puede producir una bajada / por el deterioro que está sufriendo la mercancía bloqueada.
- Firstly, there could be a drop / because of the deteriorating quality of the goods that are blocked
Alternatives for “there could be” need to be impersonal and any idea of “we” or “one” producing a fall in prices is to be rejected (e.g. we can offer, one can/could produce)
REJ. “market” for “goods”
(2 half marks)
- 13) Además, cuando llegue ésta a su destino,
- Secondly, if and when they do get to their destination
“Además” not needed. ACC. “your” for “their”
- 14) se unirá a la que estamos mandando urgentemente,
- they will be joined by those we are sending urgently
ACC. mixed with
- 15) lo que provocará otra bajada / por haber mayor cantidad.
- which will cause another fall / because of the greater quantity.
Consequential mistake for “bajada” (from point 12) not to be penalised.
ACC. “for having” if the sense is “because of there being”
(2 half marks)

For the assessment of the language mark, the following scale will apply:

0–3 serious errors of spelling or grammar: 5 marks,

4–6 errors: 4 marks,

7–9 errors: 3 marks

10–12 errors: 2 marks.

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.

Section 2B**Task 7 10 marks**

Thank you for your telephone call and the fax explaining the problem that you have with our order.

We have experienced similar difficulties ourselves and we hope that your lorry is not delayed too long in France.

However many of our customers ordered these goods a fortnight ago and are worried because they have not yet arrived.

Unless you can guarantee rapid delivery of the fruit, we shall have to cancel the order.

We are sorry to have to write to you in this way, but we have no alternative if we wish to keep our customers.

Content marks for this Tarea are based on the idea of each point being attempted, whether or not the meaning is successfully communicated. If the meaning is unclear or incorrect, this will be reflected in the language mark.

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.

Transcript**Tarea 1**

He aquí un mensaje del Ayuntamiento.

¿Ya no funciona tu microondas viejo? No olvides que no se permite tirarlo al contenedor. Hay que llevarlo a uno de los 7 sitios de reciclaje que existen en la comarca. Otra posibilidad es dejarlo en el establecimiento donde se compre uno nuevo, aunque no hace falta hacerlo en seguida. Hay que ir a la tienda dentro de quince días con el recibo de compra y el electrodoméstico viejo.

Tarea 2

En nuestros centros de acogida, estamos a tope de capacidad durante todo el año por los 150.000 perros que se abandonan en España. Normalmente tenemos dos perros por jaula pero entre junio y agosto nos vemos obligados a meter cuatro y aun así no hay sitio. Lo que pasa es que aumenta el número de personas que llegan diciendo que de repente tienen alergia a sus animales o alegando que son animales que han encontrado en la calle. En realidad se van a la playa, donde hay una escasez de hoteles que admiten a los animales.

Tarea 3

Ferrán Adrià es un catalán de unos cuarenta años y puede ser el mejor cocinero del mundo, según un artículo en la prensa francesa. Ferrán se encargó de la cena que la familia real española ofreció la noche anterior a la boda de su hijo, el príncipe Felipe. Los Reyes y los novios habían convidado a la cena a muchos miembros de las casas reales europeas. Ferrán es también propietario de un restaurante donde las listas de espera siguen creciendo año tras año. En este restaurante, un hombre de negocios vasco acaba de ofrecer 5.000 euros por una cena en pareja, lo que les permitirá disfrutar de los 33 pequeños platos que componen el menú de esta cena especial. La cantidad mencionada será donada a unos niños gravemente afectados por una enfermedad de la piel.

Tarea 5

Aquí la Sra Dominguez, secretaria del Sr Martínez, director de Agrofruta. Les llamo con referencia a su pedido de 572 cajas de cítricos, número de referencia GQ 184. Cuando hicieron el pedido el 26 del mes pasado, les prometimos una entrega dentro de los quince días. Desafortunadamente, por razones ajenas a nuestra voluntad, parece que va a producirse una demora inesperada, sobre la cual les mandaremos un fax con las debidas explicaciones detalladas.

Mientras tanto, en caso de que sus existencias estén escasas o agotadas, intentaremos expedir con toda urgencia por lo menos la mitad de la cantidad pedida. Este envío se hará por vía aérea y sólo lo confirmaremos cuando lo tengamos todo arreglado. No podemos más que disculparnos por el retraso y asegurarles que haremos todo lo posible para que las mercancías lleguen cuanto antes.

2673 Spanish: Reading & 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 marks

1

- a 5
- b 3
- c 4
- d 5
- e 1
- f 3
- g 2

7 @ 1 each = 7 puntos

2

- a 7
- b 10
- c 5
- d 11 [or 3]
- e 13
- f 12
- g 3 [do NOT accept if already used for d]
- h 4

8 @ 1 each = 8 puntos

3 SEE OVERLEAF

4

- 1 un
- 2 tanto
- 3 estén
- 4 tus
- 5 vemos
- 6 lo
- 7 para
- 8 hay
- 9 nunca
- 10 estuve
- 11 alguien
- 12 saben
- 13 ellos
- 14 Nos encantan
- 15 dejaran

15 @ 1 each = 15 puntos

- 3 **Quality of Language** – as per grid 3A in specification **10 marks**
Comprehension of Content – as per grid 3B in specification **10 marks**

<u>Points from text</u>	<u>Marks</u>
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10 or 10+	10

Points to be included or alluded to:

- 1 mother is worried / afraid etc
 2 son is loner
 3 not unhappy / enjoys...
 4 listening to music, playing with computer, watching TV (2 from 3)
 5 scarcely talks to parents
 6 doesn't go out with friends
 7 spends hours in room
- 8 parents / mother must help him
 9 to relate / interact with others / themselves
 10 parents should look at own life style
 11 if parents aren't communicative, son won't be either
 12 must do things together
 13 like watch TV and discuss (*all needed*)
 14 or go to cinema / concert together, with class mate (*needed*)
 15 talk to teachers
 16 so he works in teams
 17 and speaks in class

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 3C in specification

10 marks

Might include:

- situation: fairly normal for 14 yr old / he'll grow out of it etc.
 parents' fault, shouldn't allow TV etc. in bedroom
- solutions: don't intervene, will make matters worse
 agreement with psychologist
 + original ideas on getting son to socialise

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 for Tarea 3: 30 marks

Grid 3A: Quality of Language

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, 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.

<p>Grid 3B: Comprehension (10 marks)</p> <p>0 Work undeserving of any marks (e.g. blank, irrelevant).</p> <p>1-2 Very Poor Includes only one or two points from the original passage.</p> <p>3-4 Poor Merely transcribes sections from the original passage.</p> <p>5-6 Adequate Includes a reasonable number of points from the original passage.</p> <p>7-8 Good Includes a good number of points from the original passage.</p> <p>9-10 Very Good Provides a comprehensive summary of the original passage.</p>	<p>Grid 3C: Response (10 marks)</p> <p>0 No attempt to provide a personal response.</p> <p>1-2 Very Poor Only briefly indicates a personal opinion.</p> <p>3-4 Poor Two or three personal opinions indicate the beginning of a response.</p> <p>5-6 Adequate A number of personal views expressed.</p> <p>7-8 Good A range of personal views, with a certain originality and imagination.</p> <p>9-10 Very Good Responds with a wide range of views which show insight and imagination.</p>
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2675 Spanish: Listening, Reading & 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**.

Total for paper**80 marks****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) más de 35 años [1]
- (b) La defensa del medio ambiente es necesaria [1] y nos concierne a todos [1]
- (c) (Son los (aspectos) que (más)) preocupan a la sociedad. [1]
- (d) La (única) energía limpia es la que no se usa. [1]
- (e) La eficiencia (de su uso)/ usarla con eficiencia. [1]
- (f) Las empresas tienen más conciencia medioambiental. [1]
- (g) No sería justo. [1]
- (h) Hay bastantes empresarios que asumen el compromiso del desarrollo sostenible. [1]
- (i) Se están usando combustibles menos contaminantes (para calentarnos) [1] y por eso la calidad del aire está mejorando. [1]
- (j) El problema del aire no se resuelve a causa de los coches/porque hay tantos coches en la ciudad. [1] OR el vehículo rodado es la fuente de la contaminación del aire.
- (k) (Tenemos que (hacer planes para)) cambiar nuestro uso de los coches. [1]
- (l) Escuchar/ oír (or other activity based around ruido) NOT ruido [1]
Respirar (or activity based around contaminación del aire) / NOT contaminación del aire [1]
- (m) Tendremos ciudades (más) acogedoras/ hospitalarias. [1]
- (n) Porque quiere concienciar a la gente con respecto al transporte público / quiere que la gente utilice (más) el transporte público. [1]
- (o) Investigar si las multas disuaden a la gente del transporte privado [1]
- (p) Todavía construyen hoteles cerca de la playa. [1]
- (q) Solucionar el problema de las costas/ parar la construcción en las costas. [1]

Tarea 1 Transcript

Presentadora: Hoy está con nosotros Juan Carlos Giraldo, Coordinador del Comité Nacional de Protección al Medio Ambiente. Hoy 5 de junio, estamos hablando precisamente sobre el día de hoy, que es el Día Mundial del Medio Ambiente.

Presentadora: Juan Carlos Giraldo. En su opinión, ¿para qué sirve este "Día del Medio Ambiente"?

JCG: El día del Medio Ambiente tiene ya más de 35 años de existencia, entonces para algo sirve. Más concretamente, sirve para que todos vayamos pensando cada vez más que la defensa del Medio Ambiente es necesaria y que también es algo que nos concierne a todos.

Pr: Y en su opinión, ¿cuáles son los elementos más importantes de este tema?

JCG: Nuestro próximo congreso tratará los aspectos que más preocupan a la sociedad, pero sobre todo el agua, el cambio climático, la conservación de la naturaleza, y finalmente la energía.

Pr: Ah sí, la energía, nos dicen que debemos usar energía limpia. ¿Cuál cree usted que es la energía más limpia?

JCG: Tengo que decir que, para mí, la única energía limpia es la energía que no se usa. Por eso, la eficiencia energética es el aspecto prioritario para crear un mundo sostenible.

Pr: ¿Existe alguna compañía especialmente notable por sus prácticas sostenibles en España?

JCG: Lo bueno es que, en los últimos años, ha crecido la conciencia medioambiental entre las empresas en general. Pero, creo que destacar una sola empresa sobre las demás sería injusto. La verdad es que tenemos que alegrarnos ya que en este momento existen bastantes empresarios que están asumiendo con entusiasmo este compromiso del desarrollo sostenible.

Pr: ¿Tiene Vd. una opinión positiva respecto a las ciudades españolas?

JCG: Bueno, en las ciudades, estamos utilizando combustibles menos contaminantes para calentarnos, por ejemplo; y la consecuencia es que... hablando de la calidad del aire que respiramos, sí que hemos progresado mucho. Sin embargo, los automóviles siguen siendo lo que hace que el problema del aire todavía no esté resuelto por completo. Por tanto, en mi opinión, es necesario crear planes de acción que cambien el uso del automóvil.

Pr: Siguiendo con el tema de la contaminación en las grandes ciudades, ¿cree Vd que se debería prohibir el tráfico en el centro de la ciudad?

JCG: Pues el vehículo rodado es la fuente de problemas de movilidad y de otras cuestiones como el ruido y la contaminación del aire... Hay que dar respuesta a los problemas generados por el tráfico para crear ciudades más acogedoras, más hospitalarias.

Pr: ¿Cómo podemos hacer que la gente use menos su vehículo personal? ¿Implantando un sistema de multas o impuestos tal vez?

JCG: En un primer lugar, digo yo que no. Más útil sería concienciar a la gente en el uso del transporte público. Además no quiero hablar de multas sin investigar antes si realmente las multas sirven para disuadir a la gente del transporte privado.

Pr: Para terminar, si pasamos a la conservación de nuestras costas, me parece que ahí no cambia nada...es decir que siguen construyéndose hoteles a medio metro de la playa.

JCG: Es verdad. La construcción en la costa es uno de los problemas más agudos y se tiene que solucionar; si no, la gente no va a tomar en serio nuestras campañas para proteger nuestro medio ambiente.

Pr: Juan Carlos Giraldo. Muchas gracias por esta conversación, un fuerte abrazo de todos los oyentes.

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 to 5: 5 marks for language overall (see grid 5B on page 29)

Tarea 2

16 marks for comprehension

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

<p>(a) What does the text tell us about this city's population and precise location?[1]</p> <p>(b) Why do Chileans call it the "first city of the 21st century"?[2]</p> <p>(c) How were the people of Salamanca able to tell that the project had really begun?[1]</p>	<p>(a) It has 25,000 inhabitants and is in the southern hemisphere (south of world) (in the south) (a southern city). [1] (NOT South of Chile)</p> <p>(b) <u>Completely</u> connected to <u>free</u> (Wi-Fi) (wireless) internet. [1] (Must have at least one of <u>completely</u> or <u>free</u>). No other city in Chile has this.[1]</p> <p>(c) (They saw/ noticed/ were aware of) the aerials being installed.[1]</p>
<p>(d) In her speech, why did the President refer to the whole of Latin America? [1]</p> <p>(e) According to the President, what should be done to help the country progress? [1]</p> <p>(f) What two social changes did the President link to this project? [2]</p>	<p>(d) The city is (one of) the first / a pioneer <u>in Latin America</u> (with this Internet project). [1]</p> <p>(e) (They should) extend access to this type of technology.[1]</p> <p>(f) Reduce inequality between rich and poor [1] or between large and small towns.[1]</p>
<p>(g) As a result of the system, what effects did the Mayor expect to see regarding education? Give full details. [3]</p> <p>(h) What two changes did he mention for the population in general? [2]</p>	<p>(g) Students to have better results in (year end) exams.[1] There will be access to (many) internet encyclopedias [1] (A revolutionary change which means that) students (will) have more independence in learning [1]</p> <p>(h) <u>Improve</u> entertainment <u>and</u> culture [1] Use of telephones <u>via this system</u> will be free.[1]</p>
<p>(i) Why did the organisers want to involve townfolk in the project from the start?[1]</p> <p>(j) What part was played by 500 young people? Give full details. [2]</p>	<p>(i) So that the town would accept the project (more willingly).[1]</p> <p>(j) 500 young people were trained to use the internet [1] The 500 shared the secrets of the internet with the rest of the community/ took part in an awareness campaign/ taught other people [1]</p>

Tarea 3

6 marks for comprehension

(a) se implementó otra iniciativa [2]	(a) Se introdujo/ puso en práctica [1] otra nueva idea. [1]
(b) (un bus) adaptado especialmente para poder impartir clases de computación [2]	(b) (un bus) que tiene el equipo / que tiene el material necesario / cambiado [1] para enseñar a la gente a usar un ordenador [1]
(c) (un bus que) estuvo recorriendo determinadas partes de la ciudad. [2]	(c) viajó por / se instaló en / visitó [1] varios/ ciertos /algunos barrios de Salamanca/ del pueblo. [1]

Tarea 4

5 marks for comprehension

	✓
(a) Los cursos se destinaron prioritariamente a gente mayor.	✗
(b) Cinco días de la semana, había más de una ocasión para asistir a las clases.	✓
(c) El Ciberbus terminaba sus actividades diarias a las 10 de la noche.	✗
(d) No querían excluir a nadie de las clases.	✓
(e) El horario de las clases se adaptaba bien a los demás compromisos.	✓
(f) Era posible tener acceso a las clases por Internet mientras se trabajaba en casa.	✗
(g) Nadie apreciaba la intensidad de los cursos.	✗
(h) María González acababa de seguir con éxito uno de los cursos.	✓
(i) También a sus hijos les gustó seguir un curso.	✗
(j) María González estaba sorprendida por haber hecho el curso.	✓

Tarea 5

13 marks for comprehension

- (a) Todos los habitantes de Salamanca están entusiasmados/ llenos de entusiasmo. [1]
- (b) Las ventas de computadores portátiles suben/ aumentan / crecen. (Must reflect cada vez más) [1]
- (c) Los vendedores de la tienda "Elektrotecno" dieron nombres locales a los ordenadores [1] para llamar la atención /vender más ordenadores / para crear (una) publicidad (llamativa). [1]
- (d) Los salamanquinos ya no usan los cibercafés. [1]
- (e) Hoy los vecinos prefieren reunirse (se reúnen) en la Plaza central [1] para ver si sus familiares les mandaron/ mandan un mensaje. [1]
- (f) Sin la colaboración de los jóvenes voluntarios, este proyecto no habría sido posible. [1]
- (g) Los jóvenes trabajaron con dedicación para que la sociedad chilena cambiara (cambie). [1]
- (h) Los jóvenes, al enseñar Internet a sus vecinos (otras personas) / compartir sus conocimientos con sus vecinos / dar clases de Internet para sus vecinos [1] consiguieron que todos participasen/ participen. [1]
- (i) A los jóvenes no les importaba si las personas (no) tenían experiencia de los computadores. [1]
- (j) Con respecto a los jóvenes, el autor de este artículo quiere felicitarles / mandarles un saludo/ saludarles. [1]

To assess the language mark for Tareas 2 to 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

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 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)**

- Miles de inmigrantes han pasado años ahorrando dinero
- Para comprar billetes de avión para pasar las navidades con las familias
- Ahora no pueden viajar
- Han comprado billetes con una compañía de bajo coste
- Que ahora ha suspendido todos los vuelos.
- 120 000 personas tienen billetes que no valen.
- La compañía suspendió los vuelos sin previo aviso el viernes.
- Un día después España suspendió su licencia para volar porque no pudo mantener bien los aviones.

(ii)

- Muchos de los inmigrantes tuvieron que dormir en el aeropuerto
- No sólo en Madrid sino también en otras ciudades.
- Están esperando para ver si Air Madrid vuelve a volar.
- Algunos de los abandonados están destrozados
- Habían pagado mucho dinero para hacer el primer viaje a casa en muchos años.
- Un hombre había recibido la oferta de un vuelo a Ecuador, pero no había vuelo para regresar.
- Dijo que tendría que regresar a España porque su trabajo y todo lo que tiene está en España.
- Un pasajero dijo que estaba cansado y que tenía hambre.
- Lo único que quieren es hacer el viaje planeado.

(iii)

- Antes las agencias de viajes no iban a devolver el dinero
- Pero ahora dicen que lo van a hacer.
- Unos trabajadores de la compañía publicaron un plan para mantener los vuelos de Air Madrid
- Lo mejor es que el Ministerio de Transporte de España organiza vuelos para unos 8 000 pasajeros
- Se supone que otras líneas aéreas van a ofrecer más vuelos
- Se espera que, con un poco de cooperación, esta crisis se solucionará dentro de poco tiempo.

- (b)** Candidate's own opinion on whether it is better to stay at home or to travel, given the problems that can occur on a journey.

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.

Grade Thresholds

Advanced GCE Spanish (3863/7863)
January 2008 Examination 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	66	59	52	45	38	0
	UMS	120	96	84	72	60	48	0
2673	Raw	60	47	42	37	33	29	0
	UMS	90	72	63	54	45	36	0
2675	Raw	80	62	57	52	47	43	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
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	33.3	58.2	70.2	83.0	92.2	100.0	146
7863	22.2	44.4	77.8	100.0	100.0	100.0	9

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication

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