

GCE

Spanish

Advanced GCE **A2 7863**

Advanced Subsidiary GCE **AS 3863**

Mark Scheme for the Units

June 2008

3863/7863/MS/R/08J

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

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

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2671 Spanish: Speaking

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.

2672 Spanish: Listening Reading & Writing 1

Modern Languages at Advanced Subsidiary

UNIT 2, Listening, Reading and Writing.

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

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

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

- 7 Particular points relating to Unit 2
 - 7.1 If some of the verbal questions have been omitted, Quality of Language (grid 2A) should be assessed as normal and then the resulting mark will be reduced pro rata (see additional grid in mark scheme).
 - 7.2 Incorrect answers in the target language: assess the language element provided that the candidate has attempted a response to the question.
 - 7.3 Totally irrelevant, or pre-learnt all-purpose answers should score no marks.
 - 7.4 Answers in English, other than in Unit 2, Section 2B, should score no marks.

- 7.5 The use of the familiar pronoun in the Writing task should be regarded as a "serious error" in the language criteria
- 7.6 Transfer of meaning exercise: if a candidate has only attempted part of the translation, assess as follows:
- if they have attempted 50%+ of the translation, assess the 2B mark as normal and do not adjust
if they have attempted 25-50%, maximum 2B mark = 3
if they have attempted less than 25%, maximum 2B mark = 2
- 7.7 The 'sympathetic English reader' should be **very** sympathetic in assessing comprehension.
- 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. All marks to be rounded up.
- 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.

Tarea 1 [5 marks] Los Extranjeros de Rojas

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

Tarea 2 [5 marks] La Leyenda del Zorro

- a) c)
- b) d)
- c) f)
- d) g)
- e) i)

Tarea 3 [10 marks] Entrevista con una enfermera española

- 1) I
- 2) D
- 3) O
- 4) E
- 5) R
- 6) F
- 7) N
- 8) M
- 9) H
- 10) S

Tarea 4 [10 marks]

- 1) E
- 2) P
- 3) N
- 4) Q
- 5) G
- 6) L
- 7) M
- 8) R
- 9) F
- 10) B

Tarea 5 [15 puntos + 5 puntos por calidad de lenguaje]

NOTE: Accept any reasonable spelling provided the meaning is correct and the spoken word would be understandable to a sympathetic Spanish speaker.

a)	1	Hace dos días	
b)	1	4 días	
c)	1	(cree que) es (un vehículo) ideal	Ideal or similar concept, e.g. una buena oportunidad , but not es una buena idea which is really a paraphrase of the question. Accept un sitio bueno, una feria ideal .
	1	para exponer sus muebles	Accept lanzar here. Accept esponer, promocionar, vender – verb can be omitted if vehículo is mentioned but reject any answer with poner, e.g. su poner, es poner
	1	y <u>lanzarlos</u> al mercado <u>español</u>	Accept lanzarlos, lansarlos (i.e if only one letter different). Reject lancar, lantar . If lanzar used above, then no verb needed here. Accept el mercado instead of al mercado . español needed
d)	1	<u>mandar</u> un formulario	Accept puedo mandarle , reject informulario .
	1	(junto con) detalles de la <u>feria</u>	With detalles , accept any reasonable spelling (i.e. accept detaillles, detayes, detales, dettales, detailes).
e)	1	(le hará falta) rellenar el formulario	Accept re llenar, reyenar, relenar, llenar, hacer, escribir , but reject reg/jenar
	1	(y tendrá que) mandárselo	Accept mandárnoslo, mandarlo, mandar, mandar se lo, mandarles, mandarse, mandalo, devolver, dar . If only the second point made, i.e. mandárselo, allow the mark, provided formulario has been given in (d).
f)	1	(porque) depende de la superficie (que desea)	Accept depende en, de pende . Accept any reasonable alternative for superficie (e.g. tamaño, dimensiones) . Reject superficial .
g)	1	más de 99 euros	
h)	1	(porque es importante tener en cuenta que) habrá <u>otros</u> gastos	Accept any idea of further costs, (e.g. porque es un gasto adicional). Accept hay que pagar(la), tiene que pagar . Reject hay que gastar, castos .
i)	1	puede <u>incluir</u> sus <u>detalles</u> en el <u>catálogo</u> (oficial de la feria)	Accept podemos .
	1	pero supondría un coste <u>adicional</u>	Accept any idea of further cost (e.g. también). Accept costo but reject costa, custom . Accept su pondría, suponía . Accept aditonal, adicional, additional, additional .

j)	1	para (poder) explicárselo todo / más (detalladamente)	Accept explicase lo. The se is optional, so accept explicarlo or just explicar . Accept explicar , esplicar , explicalo , esplicar but reject es plicar .
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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.

Sección 2B

Tarea 6 – Ejercicio de lectura

[15 marks (7 from Section 1 and 8 from Section 2) + 5 marks for quality of English]

SECTION 1

1. El Salón se inauguró hace (más de) veinticinco años

The Exhibition first took place (over) twenty-five years ago

ACC. Fair, Show, Exhibition, Expo(sition), Salon, but REJ. saloon, show room, room, hall, fete.

ACC. any verb indicating start or length of time of the Fair, e.g. “has been going for”.

REJ. hace used as a verb, e.g. “it makes”. Reject suggestions of period being over.

2. y desde entonces ha ganado cada vez más popularidad.

and has continued to grow in popularity (ever since).

ACC. “has earned”, “has gained”, anything that suggests an increase.

ACC. any translation of “cada vez más” that indicates an increase, e.g. “it has become more popular” (including “each time more”).

3. Como consecuencia, la feria se ha ampliado y mejorado mucho en años recientes.

(As a result), (the exhibition) has increased in size and improved (a great deal) in recent years / recently.

ACC. any idea of expansion AND improvement (i.e. both ideas needed), grow and develop.

4. Cada exposición acoge a miles de visitantes

(Every) show receives thousands of visitors

ACC. has, gets, welcomes, etc.

ACC. many/lots of

ACC. visitants but not visitantes

REJ. millions, miles.

REJ. stall/stand

5. **porque abarca desde el mueble a todo el equipamiento de oficina - iluminación, suelos, techos.**

because it ranges from furniture to (all types of) office equipment – lighting, flooring, ceilings.

Need to be flexible with “abarca desde”, to give an idea of having, including, offering, showing, etc.

“todo” not necessary

ACC. illumination, ACC. floors but REJ. roofs

6. **Por eso, está claro que su participación podría traerle importantes beneficios.**

It is (therefore) obvious that your participation could bring significant benefits (for you).

“por eso” not necessary.

ACC. “your” and “one’s”, but REJ. “his”, “her”, “its”, “their”.

There must be compatibility between “su and “le”.

Flexibility with “traer” – give, mean, have, etc.

ACC. will/may instead of could; brings

ACC. profit/profits

7. **pero para hacer aun más rentable su participación,**

but to get even more out of it,

“aun” not necessary.

ACC. any idea of beneficial or profitable, useful

REJ. rentable, workable, better, creditable, noticeable, to have more participation

Do not penalise “su” if already penalised in 6.

8. **queremos subrayar la preparación**

we would like to stress the preparation

ACC. underline, emphasise, tell, inform, deal with, make you aware, we would like you to know

REJ. We want you to, procedure for preparation

9. **que usted necesita realizar de antemano.**

that you need to carry out beforehand.

ACC. realise

ACC. any idea of before the event

[We need an idea of advance]

[There is a maximum of 7 marks for this first section]

SECTION 2

10. Luego hay que tener en cuenta el seguimiento que Vd. Debe hacer

(Then) you have to bear in mind that you will need to follow-up

ACC. any idea of realising, thinking.

ACC. must, have to, should, ought.

ACC. What you need to do with, the continuation you need to do, the organisation you need to do,

ACC. You need to bear in mind the steps you have to take, to make good use of REJ. Vd.

12. de los contactos obtenidos durante la exposición.

the contacts made during the show.

NOTE: IF CONCEPT OF CONTACT MADE AT SHOW CLEAR AND NOT FOLLOW-UP ALLOW 11 BUT NOT 10. EXAMPLE: "YOU HAVE TO BEAR IN MIND THAT YOU HAVE TO MAKE CONTACTS DURING THE SHOW"

13. Tendrá que pagar los gastos necesarios de promoción y publicidad

You will have to pay the (necessary) advertising and promotion (costs)

For "tendrá", do not penalise use of he, she, it, if already penalised.

ACC. present and conditional tenses.

ACC. Either advertising or promotion, publicity

ACC. if "gastos necesarios" omitted.

14. para dar a conocer la participación de su empresa en la feria

to ensure that your company's participation in the Fair is (widely) known

REJ. Give to know, acknowledge, know.

REJ. We need to know

ACC. Advertise, show (any reasonable tense, e.g. advertised, would show)

[We need an idea of ensure]

14. Así podrá establecer la calidad de sus muebles para atraer a los visitantes que estén interesados.

(In this way), you will be able to highlight the quality of your furniture to attract visitors (who may be) interested.

Again ACC. present and conditional tenses.

ACC. "establish" and similar ideas.

ACC. guests.

With "atraer" there is a need to be flexible (e.g. appeal to, bring in)

"que estén" not necessary.

15. Además, le hará falta contratar

You will (also) have to take on

“Además” not necessary.

With “hará falta” some idea of need must be present.

ACC. contract, hire, contact, get

REJ. Have, talk to

16. al personal necesario – azafatas, intérpretes, traductores.

the necessary staff – hostesses, interpreters, translators.

ACC. Necessary people

ACC. Stewardesses, hosts, stewards

REJ. Traductors, promoters, helper, air-hostesses, sales assistants, PAs, waitresses, receptionists, ushers, reps

ACC. three out of the four alternatives

17. Finalmente, habrá que considerar la decoración del stand

(Finally), you will have to consider the decoration of the stand

With “habrá que”, ACC. any idea of need, and present or conditional tense.

ACC. “one” but REJ. “we”, “they”.

18. con la instalación de letreros, floreros y otros elementos necesarios,

with the installation of notices, vases and other (necessary) items.

With “letreros”, ACC. any indication of signs, banners, posters, signage, billboards, labels

REJ: letterings, ads, headings, boards, announcements, leaflets and with “floreros” ACC.

Flowers, flower arrangements

ACC. Etc., all the necessary elements

19. así como otros gastos – seguros, suministro de energía eléctrica, servicio de limpieza.

(as well as) other expenses – insurance, electricity supply, cleaning services

[If “gastos” penalised in 12, do not penalise here.]

“suministro” not necessary

ACC. electric energy, power

REJ. security, safety

[There is a maximum of 8 marks for this second section]

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.]

Tarea 7**[10 marks]**

Thank you for the information about the fair.

We are very interested in hiring a stand.

Next month we are proposing to send Mr. Johnson, our sales manager, to Madrid, as he speaks Spanish fluently.

He likes the Hotel Wellington and would be grateful if you could book him a single room there from the 5th to the 7th of July.

He will contact you when he arrives so that you can show him the site.

He would also like to discuss the details of the payment that we need to make.

If the informal "tú/vosotros" is used, the maximum mark will be **8**.

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

El pueblo alicantino de Rojales, que antiguamente subsistía de los productos de sus campos, encabeza hoy la lista de los municipios españoles con mayoría extranjera – unos 12.000 de una población de 17.000. Esta colonia cuenta con representantes de sesenta y dos nacionalidades, con profusión de jubilados de la Unión Europea y, entre ellos, unos seis mil británicos.

Tarea 2

“La leyenda del Zorro” ya está a la venta en DVD. En Exprepizza, para celebrar este acontecimiento, ofrecemos regalos de leyenda, todos con la imagen del Zorro. Pide una Exprepizza mediana por sólo once euros y llévate un regalo de leyenda. Regalamos o una mochila, o una camiseta o una taza mágica que se transforma con el calor. ¡Sí, todos con la imagen del Zorro! Antes de hacer tu elección, consulta en nuestros establecimientos las existencias de los regalos. Oferta válida hasta el tres de mayo.

Tarea 3

Cuando era joven, estudié en un colegio británico en Valencia. Después hice los estudios de enfermera pero en España tuve que trabajar en un centro de salud donde las condiciones laborales eran muy difíciles. Por eso, aunque no me entusiasaban los ingleses, aproveché las ventajas de hablar la lengua para acudir a Inglaterra. Tenía el doble objetivo de perfeccionar mi inglés y encontrar trabajo. No tardé en conseguir un contrato en un hospital londinense que me ofrecía alojamiento. A los hospitales les gusta contratar a los españoles porque creen que tenemos una actitud abierta y una alta cualificación.

Al principio, no me atraía nada Londres. Pensaba que todo cerraba muy pronto y que el metro se estropeaba a menudo. Además, no podía acostumbrarme a la cocina local. Los ingleses despachan la comida en media hora y eso a mí me mata. Sin embargo, ahora me doy cuenta de la suerte que tengo al poder recorrer lugares famosos, ver las cabinas telefónicas rojas y los autobuses de dos pisos.

Tarea 5

Hola, soy Isabel García con un mensaje para el señor Hill. Hablamos anteayer del Salón Internacional de Equipamiento de Oficinas que se celebrará en Madrid entre el doce y el quince de febrero. Creo que es un vehículo ideal para exponer sus muebles y lanzarlos al mercado español.

Si le interesa, puedo mandarle más tarde un formulario junto con detalles de la feria. A usted le hará falta rellenar el formulario y tendrá que mandárnoslo para que solicitemos un espacio donde montar un stand. En cuanto al coste, depende de la superficie que desea. Pero, para darle una idea, si el stand es de menos de cien metros cuadrados, que es lo normal, serán unos noventa y nueve euros por metro cuadrado, más el siete por ciento de IVA, claro. Además, es importante tener en cuenta que habrá otros gastos – seguros, suministro de energía eléctrica, etc. Podemos incluir sus detalles en el catálogo oficial de la feria, aunque esto también supondría un coste adicional. Esta tarde le mandaré un fax para poder explicárselo todo más detalladamente.

2673 Spanish: Reading & Writing

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

- 1 Obliques indicate alternatives, any one of which scores the marks indicated.
- 2 Bracketed points indicate information or words not essential to score the full marks.
- 3 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 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.

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 Principal Examiner.
- 7.2 Rubric infringements are unlikely to occur. Refer any problems of this kind to the Principal Examiner.
- 7.3 Allow 'lifting' of up to 5 words (from the original stimulus or from the cloze test). Use 'L' symbol to indicate lifted sections. Discount lifted sections when assessing grid 3A.
- 7.4 Quality of vocabulary should be rewarded under structure.
- 7.5 Responses which are irrelevant to the task and/or text should be assessed only for language.
- 7.6 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.
- 7.7 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.

- 7.8 Response (grid 3C).
'Insight' and 'originality' refer to anything which was not in the original text.
8. Abbreviations, annotations and conventions which may be used in the detailed Mark Scheme:
- / = alternative and acceptable answers for the same marking point
___ = underlined words must be present in answer to score a mark

[Total for paper: 60 marks]

1. a ii
b iii
c i
d iii
e i
f iii
g ii

[7 @ 1 each = 7 marks]

2. a 3
b 5
c 6

e 2
f 1
g 4

i 5
j 2

[8 @ 1 each = 8 marks]

3. SEE OVERLEAF

- 4.
1. Hace
 2. el
 3. nos gustan
 4. tanto
 5. llueve
 6. eran
 7. fuéramos
 8. ya
 9. conocer
 10. buen
 11. de
 12. hacer
 13. nuestra
 14. sirvieron
 15. perfecto

[15 @ 1 each = 15 marks]

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 (majority/many) madrileños go to Mediterranean coast / beach [NOT Spaniards = -1 once only]
- 2 more than half will go on holiday this summer
- 3 more and more for 3-4 weeks [must have idea of increase]. [accept 3 weeks]
- 4 (usually) travel in (own) car
- 5 hotels show increased bookings
- 6 most stay in second home
- 7 or with family / friends [reject relativos]
- 8 only 10% rent accommodation [indicates smallest group, e.g. a few]
- 9 (slight) increase in those doing inland tourism
- 10 a third stay in Madrid province for this
- 11 destinations linked to socio-economic status
- 12 only middle and upper classes / rich / moneyed families take foreign holidays
- 13 lower classes return to village of grandparents [accept family homes / the old folks]
- 14 accommodation free (there)
- 15 coast best place to see how rich live

NB all underlined points are necessary for the mark
 () bracketed words are not necessary for the mark

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:

- In favour: important to have proper break from daily routine
 gives time for extensive travel
- Against: disruptive effects on industry and economy
 more refreshing to take a few short breaks

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

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</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</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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2674 Spanish: Speaking & Reading

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 IF: 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.

2675 Spanish: Listening, Reading & Writing 2

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.

PENALISE WRONG PERSON e.g 1ST FOR 3RD ONLY ON THE FIRST OCCASION.

- (a) Por ser la bloguera de más edad del mundo. [1] (age reference **plus** blogger) ACC. es la bloguera más mayor. NOT la mayor bloguera if there is no other reference to age.
- (b) (Tener) relaciones con la gente [1]
- (c) Three of:
 Fue un regalo de cumpleaños. [1]
 El regalo fue un blog. [1]
 Fue un regalo que le dio su nieto. [1] Not **se** (for le) unless *a María* is added.
 (Se lo dio porque) vio que ella estaba interesada. [1]
- (d) Pensaba / creía (3^a persona) que le (3^a persona) iban a contestar un par de personas. [1]
 (Expected few messages.)
 Recibió (3^a persona) comunicaciones de mucha gente. [1] (Received many.)
- (e) Internet no es una tontería (NOT **tanteria** etc) para las personas de edad. [1]
 Entretiene (chatear con la gente). [1] ACC. no saben lo que tiene esto de chatear / usar Internet. No saben lo que se pierden.
- (f) Tienen que vivir la vida. ACC. tenemos. [1]
 No estar sentados / dormir todo el día. OR dormir solo de noche. [1]
 ACC. either point in (e) if clearly about older people.
- (g) Two of:
 No las ve bien / Se le ponen confusas las letras. [1]
 Para verlas (bien) se tiene que acercar (a la pantalla). [1]
 (En casa) su nieto la ayuda a leerlas / a escribirlas. [1] (NOT just su nieto la ayuda)
- (h) No hay quien la (3^a persona) ayude (en los ordenadores) / No hay nadie para ayudarla (en los ordenadores). [1]
- (i) La única manera de tratar la gripe / daban té para curar la gripe y nada más.
 If using solo / solamente, it must be in the right place in the sentence.
- (j) Un enfermo (de la gripe) murió después de comer. [1]
 Concluyeron / el pueblo dice que fue la comida lo que le mató / no deberían dar de comer a un enfermo (de la gripe). [1]
- (k) Como consecuencia de comerlas, María Amelia llegó a curarse. / Las galletas la curaron. [1] (Specific to her.) NOT empasar la gripe. NOT em pasar. ACC. la primera a en pasar. Se decidió dar de comer a todos los enfermos. [1] (General cure for family / village.)
- (l) Le parece que ella no la merece / no tiene merito / atónita / contenta / orgullosa. [1]

Tarea 1 Transcript

- P** Hoy estamos hablando con María Amelia, autora de un blog – un diario personal que se escribe en Internet. Ahora María Amelia es famosa, a sus 95 años de edad, por ser la bloguera de más edad del mundo.
- P** María Amelia, explícanos cómo te interesaste en el mundo de Internet.
- MA** Pues vi a mi nieto con su ordenador; vi lo que él hacía...Y como él, yo quería tener relaciones con gente.
- P** ¿Cuándo hiciste tu primer blog?
- MA** El día de mi cumpleaños cuando mi nieto me regaló un blog al verme tan interesada.
- P** ¿Y cuál fue tu reacción durante esa primera sesión en línea?
- MA** Pues cuando empecé con esto, quedé sorprendida, sabes. Yo creí que me iban a contestar 2 ó 3 personas... no creí que fuese a comunicarme con el mundo entero.
- P** Entonces demuestras al mundo que no hay edad para aventurarse a nuevos desafíos.
- MA** Claro que no hay. Algunos pueden reírse de mí, pensando que esto de Internet es una tontería a mi edad, pero les digo a todos que no es así, y no saben lo que entretiene esto de chatear con la gente. (PAUSA) Los ancianos españoles tenemos que vivir la vida, no estar sentados en un sillón durmiendo todo el día. Para dormir tenemos la noche.
- P** Creo que tienes problemas de vista, ¿no? ¿No es un grave problema para alguien que trabaje con un ordenador?
- MA** Sí, se me ponen las letras muy confusas, eso sí; para ver lo que escribo, me tengo que acercar mucho a la pantalla. En casa la solución es que trabajo con mi nieto. Me dice que hable y hablo, él lo escribe todo y al minuto ya sale gente a contestar. Cuando voy al ayuntamiento donde hay ordenadores, que los ponen a mi disposición, no hay quien me escriba las palabras.
- P** Y di, María Amelia, a tus 95 años, ¿cuáles son tus memorias más tempranas?
- MA** Tendría yo 5 ó 6 años, vino una enfermedad de la gripe. Y todos en el pueblo estábamos enfermos. Para curar la gripe les daban té; todo era té, té, té... y nada de comer.
- P** Pero, qué curioso, ¿no?
- MA** ¡Ay, ay, ay! Fue por la ignorancia de esos tiempos, sabes - es que frente a nosotros había un enfermo de gripe que se comió dos huevos fritos y se murió; en el pueblo todos se asustaron tanto que decidieron no darles nada de comer a los enfermos.
- P** Entonces, ¿qué pasó en tu familia?
- MA** En la familia estábamos todos enfermos y mi padre nos cuidaba con el té. Pero yo sabía que había unas cajas de galletas en la cocina, así que de noche me hartaba de galletas y luego volvía a acostarme. Y fui la primera en pasar la gripe. El médico siempre decía: "Esta es la mejor, ésta es la mejor...". Y los otros estaban débiles de tanto té... Pero cuando mi padre se dio cuenta de que faltaban las galletas, preguntó quién las había comido. "Pues fui yo" confesé. A lo que mi padre dijo: "Pues te sanaste tú, entonces estas gripes hay que atacarlas con comida para todos".
- P** María Amelia, ¿qué piensas de tu fama internacional de ser la bloguera de mayor edad del mundo?
- MA** Bueno sabes, recibo tantos *emails* que me haría falta todo el día para contestar. Y hasta ha venido a verme una periodista de Rusia; así que yo me quedé atónita, que - a una viejecita como yo que no tiene mérito ninguno - desde Rusia viniera a verme. La rusa quiere que en su país pongan Internet para los ancianos, para que ellos hagan lo que hice yo.
- P** María Amelia, muchas gracias por hablar con nosotros.

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 below)

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) Increasing yearly. [1]
- (b) Danger to health. [1]
Changes behaviour. [1]
Has negative effect on what people do / people's activities. NOT on people OR on activities [1] ACC. one of these in (a)
- (c) The noise is caused by the activities [1]
which are typical of cities / which make cities what they are. [1]
- (d) 20% of noise is caused [1]
by industries, railways and commercial activities. (all needed for mark) [1]
- (e) the increase in traffic [1]
Vehicles (NOT just cars) are not given (NOT are exempt from) the (technical) checks [1]
NOT controls, controlled. NOT any kind of device on car
which would reduce noise. [1]
- (f) Leads to much / more / new building work. [1]
The (machines on the) building sites are noisy. [1]
- (g) They have complained [1]
about noise from (private) houses [1] NOT particular, particularly, specific, certain
and commercial premises / shops, (local) restaurants, businesses. [1] NOT commercial,
shopping areas, shopping centres

Tarea 3

[5 marks for comprehension]

(a)	Ciertos residentes actúan para que la gente sufra menos del ruido.	✓
(b)	Fueron miembros de la Asociación los que recogieron las quejas sobre la contaminación acústica.	✗
(c)	Los miembros de la Asociación fueron a trabajar en algunos de los barrios más intolerantes de la ciudad.	✗
(d)	Usaron un instrumento científico para descubrir exactamente cuanto ruido hay en ciertas calles.	✓
(e)	El mapa creado traza la ruta a seguir para medir el ruido en la ciudad.	✗
(f)	Los datos recogidos sirvieron para ilustrar el grado real del problema.	✓
(g)	Los datos revelan que hay un nivel de ruido elevado por toda la ciudad.	✗
(h)	Los niveles de ruido en Buenos Aires no serían admisibles internacionalmente.	✓
(i)	Los peores incrementos se registraron en el corazón de la capital.	✓
(j)	En años recientes la ciudad ha sufrido una serie de desastres.	✗

Tarea 4

[6 marks for comprehension]

(a)	subestimamos cómo el ruido afecta a nuestra salud [2]	No apreciamos / no comprendemos / tenemos que comprender que infravaloramos [1] Los efectos que los sonidos molestos/ la ciudad ruidosa tiene en nuestro bienestar / vida / comportamiento / cuerpo / mente / condición / nosotros [1] OR El efecto de ... [1] es peor de lo que pensamos [1]
(b)	hace que tengamos conductas agresivas [2]	Así / Como consecuencia / el resultado es que / Por lo tanto / Por eso / Provoca... [1] nos comportamos enfadados / violentamente / agresivamente [1]
(c)	con el correr de los años se producen daños irreversibles [2]	Después de algún tiempo / en el futuro (any suitable time expression) [1], hay problemas / dificultades / malos efectos que no se pueden eliminar / corregir / que no son reversibles [1]

Tarea 5

[13 marks for comprehension]

(a)	En el ejemplo que se menciona, la calle estrecha...	tiene <u>muchos</u> / <u>principalmente</u> edificios altos / es la ruta que siguen 10 líneas de autobuses. [1]
(b)	Los vecinos de esta calle no tienen ninguna posibilidad de...	evitar el ruido. [1] NOT aceptar
(c)	En esta calle, más que nada, el problema del ruido...	es causado por / es la responsabilidad de los buses / tiene su origen en los autobuses / es (son) los buses. [1]
(d)	Los que están en las calles tienen la impresión de que...	los buses los atacan con su ruido / ACC el ruido les ataca / reciben los ataques del (son atacados por el) ruido (de los autobuses). [1] NOT atacando
(e)	El movimiento de los autobuses...	no cesa nunca / se debe a la Terminal de buses. [1] NOT causa mucho ruido
(f)	Hace 22 años, Jorge...	empezó a trabajar / empezaba / trabajaba en un puesto de libros / en la Terminal / empeco su trabajo. [1] NOT trabaja, ha trabajado, trabajo
(g)	Jorge dice que no oye a sus clientes a menos que...	(le) griten. [1] NOT grite
(h)	Rafael Rojas, a pesar de...	reconocer que hay ruido OR suitable noun [1]. NOT ser presidente ...
	niega que....	la culpa sea de los buses. [1] NOT no sea
(i)	Rafael Rojas tiene que alzar la voz...	a causa del ruido (de un bus) (de uno de esos vehículos) / porque hay mucho ruido. [1]
(j)	El ruido hace que todos...	vivan (siempre) estresados / sufran del estrés. [1]
(k)	Si la sociedad tomara en cuenta la contaminación acústica,...	sería posible (podríamos) combatir <u>la</u> / combatir sus malos efectos. (condicional).[1]
(l)	Según el texto, cada día nuestras ciudades...	sufren mucho / NOT the cities damage the people. [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 in part (b)]

ACCURACY: assess on full range of 5 marks, but deduct if there is not enough text.

RANGE: tick up to 10 points correctly made, including points made in (b).

8+ points: assess up to max. 5 marks	5-7 points: assess up to max. 3 marks
Below 5 points: assess on max. 2 marks	
NO attempt at a personal response, deduct 1 mark from marks awarded for range.	

Information points which candidates may include:

(a) (i) lo que el texto dice sobre el pueblo de Rebollo de Duero y su región

- Es un pueblo aislado en la provincia central de Soria.
- Viven allí 25 campesinos.
- Ayer obtuvieron varios millones
- porque ganaron parte del primer premio en El Gordo, la lotería más grande del mundo.
- Soria es una región con pocos habitantes.
- En lo que va de medio siglo, muchos pueblos han sido abandonados.
- El alcalde dijo que no sabía lo que la gente iba a hacer con el dinero.
- Los residentes compraron billetes con un valor de € 1 200 y ganaron por eso 18 millones de euros.

(ii) lo que dice el texto sobre la Lotería en el resto de España

- Este año han vendido billetes ganadores en otras partes de España.
- Hay seis pueblos en fiesta por lo que han ganado.
- Millares de personas han ganado.
- Se dijo que algunas personas en Benidorm también ganaron premios.
- Un vendedor dijo que muchos turistas compran billetes allí.
- Por eso es posible que algunos británicos hayan ganado también.

(iii) lo que dice el texto sobre el funcionamiento de la Lotería en España

- El Gordo empezó hace casi dos siglos.
- Crea pocos millonarios
- porque pocas personas tienen más de una parte del número ganador.
- Este año la mayoría de los que tienen el número ganador han ganado €300 000 con los pocos euros que gastaron.
- No sorprende que 3 de cada 4 españoles participen en la lotería para ganar El Gordo.
- Gastan una media de €70 por persona.
- El Gordo distribuye €2,1 billones en premios y da muchos millones al gobierno.
- Es una parte esencial de la navidad en España.
- La gente se junta para comprar sus números favoritos.
- Muchos establecimientos venden partes de sus billetes a sus clientes.
- También se venden números de lotería en Internet
- lo que atrae a jugadores de todo el mundo.

(b) Candidate's own opinion on whether lotteries are always advantageous to society or whether they bring problems as well.

En tu opinión, ¿traen las loterías sólo beneficios a la sociedad o hay también inconvenientes?

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.

2676 Spanish: Culture & Society (Written Paper)

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.

Grade Thresholds

Advanced GCE Spanish (3863/7863)
June 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	65	55	45	36	27	0
	UMS	120	96	84	72	60	48	0
2673	Raw	60	44	39	34	29	25	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	63	57	51	45	40	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	28.1	50.7	70.2	85.6	94.7	100	1461
7863	41.6	69.5	86.2	95.8	99	100	1173

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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