



GCE MARKING SCHEME

**SPANISH
AS/Advanced**

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCE SPANISH. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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**SN1 and SN3
ORAL MARK SCHEME**

Oral marking scheme

These marking criteria have been drawn up to provide teachers and examiners with clear guidance for assessment with reference to defined achievement levels. Prior to candidates taking the test, this set of assessment criteria will be finalised and validated in a standardising and training session which all examiners attend.

Tasks and Assessment Objectives - Overview

Unit 1		AO1	AO2	AO3
Topic-based conversation	Communication	20		
General conversation	Communication	20		
	Accuracy			5
	Range and Variety			5
	Pronunciation /Intonation	<u>10</u>	-	-
		50		10
Unit 3				
Structured discussion	Communication	10		
Exposé	Communication	10	20	
	Accuracy			5
	Range and Variety			5
	Pronunciation /Intonation	<u>10</u>	-	-
		30	20	10

Communication (AO1/AO2) - General Conversation

AS	
20/19/18	High degree of spontaneity. High level of fluency. High information content. Articulate and to the point.
17/16/15	Good degree of spontaneity. Good interactive atmosphere. Occasional hesitations. Good flow of information.
14/13/12	Interaction and spontaneity limited. Fair degree of fluency with some pauses to think. Has some difficulty responding to unexpected questions. Some reliance on pre-learnt material.
11/10/9	Little spontaneity or natural exchange. Fluency limited because of limited lexis and range of idiom.
8/7/6	No spontaneity. Unable to clearly formulate views, future plans. Limited flow of information.
5/4/3	Very hesitant with long pauses. Inadequate responses, lack of everyday lexis and structures. Not a meaningful exchange.
2/1	A rambling disjointed performance.
0	Nothing of value.

Communication (AO1/AO2) - Topic-based conversation (oral cards)

AS
10/9

Good interactive atmosphere. Operates confidently on rehearsed issues as well as unfamiliar territory. Responds to unexpected questions with a good degree of spontaneity, using direct, unprepared, ad hoc comments. May use some prelearned statements appropriately in context.

Appropriate level of fluency and initiative. Feel of 'natural' exchange despite occasional hesitation.

Good flow of information including views /opinions, despite some obliqueness in presenting arguments. Able to assimilate and comment on facts and concepts. May ask for clarification, or rephrase some unsatisfactory responses

8/7

Interaction and spontaneity limited, some questions not fully understood but may be clarified. Able to operate confidently on familiar ground but has difficulty responding to unexpected questions and/or when challenged. Tendency to be reactive rather than proactive and to answer obliquely. Over-reliance on prepared material.

Fair degree of fluency with some pauses to 'think'. Conscientious 'learner', who (still) lacks practice and pace and relies on extensively prepared material in order to maintain fluency.

Maintains **acceptable flow of information** but tends to present facts rather than views and opinions. Some reliance on pre-learned material with mixed information content that lacks focus and tends to exceed the scope of the question asked.

6/5

Little spontaneity or **natural interaction** in a range of linguistic settings. Understanding limited: relies heavily on prepared statements which may not match the question and are usually repeated when candidate is challenged /asked for clarification. Short answers predominate, with little scope for expansion.

Fluency limited through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.

Acceptable flow of information but largely without substance, May attempt to draw some comparisons, sometimes inappropriately. Some repetition of 'learned' key statements without genuine argument /understanding.

4/3

No spontaneity. Able to operate interactively in **undemanding everyday situations only.** Frequent misunderstandings. Responses restricted to well rehearsed material and description, often triggered by key words rather than the substance of the question. Unable to clearly formulate views /opinions /future plans, or to present an argument.

Lacks fluency. Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.

Limited flow of information. May only present one or two unrelated aspects of issue under discussion or in stimulus material.

2/1

Examiner **unable to establish meaningful exchange**. Many questions unanswered owing to lack of understanding - though some very elementary communication still possible. Excessive use of prelearned statements out of context.

Very hesitant with long pauses. Constructs elementary sentences word for word. Frequent assistance by examiner.

Inadequate /inappropriate responses. due to serious lack of common, everyday vocabulary, no information of any substance conveyed. Intelligible responses tend to be very short standard phrases, prelearned and frequently used inappropriately. Difficult to follow gist.

0

Total lack of communicative skills. Examiner unable to establish /maintain exchange on any issue. Line of questioning has to be abandoned frequently because the answers are either unintelligible or do not relate to the question, indicating fundamental lack of understanding.

No fluency, no cohesive sentences.

No relevant information conveyed. Largely unintelligible except straightforward information.

Communication (AO1/AO2) - Structured discussion and exposé

A2

10/9 **Excellent linguistic rapport.** High degree of spontaneity; prompt, direct responses. Quick to grasp examiner's comments and challenges. Frequently takes the initiative, ready to interrupt/contradict examiner and/or ask questions. Articulate and to the point.

High level of fluency, in all linguistic situations, with just a few 'natural' hesitations.

High information content. Imaginative responses demonstrate the ability to compare, analyse and evaluate, and to present a critical viewpoint, clearly structured arguments, views, opinions, and reasoned judgements.

8/7 **Good interactive atmosphere.** Operates confidently on rehearsed issues as well as unfamiliar territory. Responds to unexpected questions with a good degree of spontaneity, using direct, unprepared, ad hoc comments. May use some pre-learned statements appropriately in context.

Appropriate level of fluency and initiative. Feel of 'natural' exchange despite occasional hesitation.

Good flow of information including views /opinions, despite some obliqueness in presenting arguments. Able to assimilate and comment on facts and concepts. May ask for clarification, or rephrase some unsatisfactory responses

6/5 **Interaction and spontaneity limited**, some questions not fully understood but may be clarified. Able to operate confidently on familiar ground but has difficulty responding to unexpected questions and/or when challenged. Tendency to be reactive rather than proactive and to answer obliquely. Over-reliance on prepared material.

Fair degree of fluency with some pauses to 'think'. Conscientious 'learner', who (still) lacks practice and pace and relies on extensively prepared material in order to maintain fluency.

Maintains **acceptable flow of information** but tends to present facts rather than views and opinions. Some reliance on pre-learned material with mixed information content that lacks focus and tends to exceed the scope of the question asked.

4/3 **Little spontaneity or *natural* interaction** in a range of linguistic settings. Understanding limited: relies heavily on prepared statements which may not match the question and are usually repeated when candidate is challenged /asked for clarification. Short answers predominate, with little scope for expansion.

Fluency limited through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.

Acceptable flow of information but largely without substance, May attempt to draw some comparisons, sometimes inappropriately. Some repetition of 'learned' key statements without genuine argument /understanding.

2/1 **No spontaneity.** Able to operate interactively in **undemanding everyday situations only.** Frequent misunderstandings. Responses restricted to well-rehearsed material and description, often triggered by key words rather than the substance of the question. Unable to clearly formulate views /opinions /future plans, or to present an argument.

Lacks fluency. Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.

Limited flow of information. May only present one or two unrelated aspects of issue under discussion or in stimulus material.

0 Examiner **unable to establish meaningful exchange.** Many questions unanswered owing to lack of understanding - though some very elementary communication still possible. Excessive use of pre-learned statements out of context.

Very hesitant with long pauses. Constructs elementary sentences word for word. Frequent assistance by examiner.

Inadequate /inappropriate responses. Due to serious lack of common, everyday vocabulary, no information of any substance conveyed. Intelligible responses tend to be very short standard phrases, pre-learned and frequently used inappropriately. Difficult to follow gist.

Total lack of communicative skills. Examiner unable to establish /maintain exchange on any issue. Line of questioning has to be abandoned frequently because the answers are either unintelligible or do not relate to the question, indicating fundamental lack of understanding.

No fluency, no cohesive sentences.

No relevant information conveyed. Largely unintelligible except straightforward information.

Accuracy (AO3)

AS	A2
	5 Excellent command of grammar and syntax. Consistently correct use of tenses, despite a few errors, some corrected. High degree of accuracy.
5	4 Evidence of sound grasp of grammar and syntax in a good range of structures. Occasional errors, more frequent in abstract contexts or when arguing a case (i.e. when complex structures are required). They tend to detract from an otherwise convincing performance.
4	3 In spontaneous responses, the main principles of grammar are applied in concrete contexts. A number of errors may be repeated and may indicate a particular weakness (genders, pronouns, verb endings, tenses, agreement). Prepared responses stand out as almost error-free.
3	2 A degree of accuracy is evident in brief factual statements only, except in pre-learned responses where accuracy is sound. High incidence of elementary errors. Few, if any compound tenses.
2	1 Very limited evidence of basic grammatical rules applied in short spontaneous utterances only (statements, affirmation, negation). Frequent, recurring errors, except in prepared responses. May appear careless.
1	0 Rudimentary grasp only of basic grammar, evident in just one or two short responses. Fragmented, incomplete sentences. One-word answers. No sense of structure or patterns. Meaning unclear.
0	No evidence of understanding linguistic principles.

Range and Idiom (AO3)

AS	A2
	5 Wide, at times adventurous range of appropriate structures and lexis. Firm grasp of target language idiom, applied with high degree of sophistication. Able to adapt to changing linguistic demands and to handle a variety of appropriate structures with ease. Assured sense of register. Uses language imaginatively to achieve desired effect. Evidence of style, nuance.
5	4 Good range of structures and lexis to suit a variety of unforeseen linguistic situations, but some limitation in abstract contexts Able to readjust range and idiom as the discussion develops, when characteristic target language structures are used with a degree of confidence. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
4	3 Able to use a limited range of structures and lexis in unprepared responses. Range of tenses limited but sound. Evidence of some mother tongue interference. Some vocabulary lacking or used inappropriately. Misplaced jargon/ colloquialisms in ad hoc responses. Prepared responses tend to reflect a wider range.
3	2 Mixed performance: Confident use of a range of patterns in well rehearsed situations. However, unprepared responses lack variety and tend to reflect no <i>more than</i> basic idiomatic usage, with spontaneous use of structures, subordinate clauses and lexis limited to the most common. Short sentences predominate; but some pre-learned extended responses may be used appropriately in context.
2	1 Range of structures and lexis adequate only for transactional use /factual statements in everyday situations. High incidence of native language interference, few target language patterns except in pre-learned responses.
1	0 Elementary grasp of idiomatic usage. Brief responses, applied in familiar contexts. Tends to confuse registers. Present tense, irrespective of question asked. Uses infinitive indiscriminately.
0	Virtually no understanding of linguistic principles - strings words together randomly. Vocabulary and structures inadequate for the job. Largely unintelligible.

Pronunciation and Intonation (AO1)

AS	A2	
10/9	10/9	Convincing performance of a non-native speaker. High level of <i>authenticity</i> in producing the characteristically target language sounds. Pronunciation still slightly affected by the mother tongue, but without any outstanding, identifiable errors. Delivery fluent. Intonation follows target language sentence patterns with a ring of authenticity. Very few lapses. Correct pronunciation of all non-English /non-Welsh phonemes.
8/7	8/7	Clear evidence of the candidate being reasonably familiar with target language sound system and trying to pronounce all sounds correctly. A few lapses and one or two errors which may be repeated, but these are not obtrusive. Although <i>some</i> English/Welsh interference is evident in intonation the overall impression is nevertheless convincing. All utterances are intelligible.
6/5	6/5	Satisfactory performance. Candidate clearly makes an effort to pronounce foreign sounds correctly, though not always successfully. A number of errors related to the characteristic sounds of the target language, some persistent. Intonation tends to be coloured by mother tongue. Some responses difficult to understand.
4/3	4/3	Unconvincing performance, unauthentic, no sign of the candidate trying to imitate foreign sounds and/or intonation patterns correctly. Frequent errors in pronunciation, diction and intonation cause misunderstandings. Some responses unintelligible.
2/1	2/1	Virtually unable to break away from English/ Welsh mould in pronunciation and intonation, causing serious problems in communication. Few redeeming features, may attempt to reproduce one or two of the 'non-English /non-Welsh' sounds correctly. Little or no awareness of the 'otherness' of the foreign sound system and intonation patterns.
0	0	No evidence of correct pronunciation and Intonation. Frequently unintelligible.

**GCE SPANISH
SN2: LISTENING, READING AND WRITING**

MARK SCHEME - SUMMER 2015

Ejercicio 1

Después de escuchar el comentario sobre los cursos de informática en Santander, haz el siguiente ejercicio en español.

Pon una cruz en la casilla apropiada para indicar que las afirmaciones son verdaderas [V], o falsas [F]. En el caso de que sean falsas, corrígelas. [8]

N.B. Remember that, when correcting a false statement, it is not sufficient to negate the statement. You must use your own words in Spanish to correct the statement.

- (i) El Ayuntamiento de Santander va a impartir 64 cursos de informática. V F

Corrección si necesaria

74

- (ii) El precio de los cursos será de cien euros. V F

Corrección si necesaria

Serán gratis / no costarán nada.

- (iii) Los cursos se ofrecerán dos veces por año. V F

Corrección si necesaria

Todos los meses / todo el año. Accept: "mensualmente / a lo largo del año".

- (iv) Las clases tendrán lugar por la mañana. V F

Corrección si necesaria

.....

- (v) Cada curso durará quince días. V F

Corrección si necesaria

Una semana (8 días). Accept "veinte horas" but not "viente".

(vi) No habrá cursos de redes sociales.

V

F

Corrección si necesaria

Figuran twitter y facebook (sí alone no mark).
Accept "se impartirán / se celebrarán cursos ...".
Do not accept "en Facebook y Twitter" on their own.

(vii) A partir del diez y seis de septiembre se pueden inscribir los interesados.

V

F

Corrección si necesaria

Del 16 de agosto.

(viii) En la página web habrá información sobre como llegar a los telecentros a pie.

V

F

Corrección si necesaria

.....

Ejercicio 2

Después de escuchar el informe sobre ‘Generando Igualdad, una Asociación a favor de la Mujer’ completa las oraciones siguientes con la palabra correcta. [5]

You must fill in the blanks and you must copy correctly.

N.B. In this exercise marks are awarded for grammatical accuracy.

Ejemplo: Nosotras [ofrecer / ofrecen / ofrecemos] ayuda a las mujeres víctimas de la violencia de género.

Respuesta: Nosotras **ofrecemos** ayuda a las mujeres víctimas de la violencia de género.

- (i) El equipo trabaja**junto**.... [juntas / juntos / junto] a favor de las mujeres**maltratadas**.... [maltratados / maltratadas / malos tratos].
- (ii) Se ofrece ayuda el tiempo que cada mujer**necesite**.... [necesite / necesito / necesario].
- (iii) Su primer mensaje es: “busca ayuda, no**estás**.... [eres / estás / soy] sola”.
- (iv) En los mercadillos solidarios se podrá disfrutar de una**gran**.... [buen / grande / gran] variedad de productos para financiar la asociación.

Ejercicio 3(a)

Lee el texto sobre *Los españoles y el aprendizaje de los idiomas*, y luego haz el ejercicio siguiente.

[5]

Pon una cruz [X] en el casillero correcto para indicar cuáles de las afirmaciones son las cinco verdaderas, según la información dada en el texto.

- | | | |
|--------|--|-------------------------------------|
| (i) | El diez por ciento de los españoles no tiene interés por aprender el inglés. | <input type="checkbox"/> |
| (ii) | El texto hace referencia a un total de cinco mil personas encuestadas. | <input type="checkbox"/> |
| (iii) | Los españoles saben muy bien que su idioma se habla en muchas partes del mundo. | <input type="checkbox"/> |
| (iv) | Su deficiencia en inglés es un obstáculo ante las oportunidades laborales en otros países. | <input checked="" type="checkbox"/> |
| (v) | Los españoles creen que hay repercusiones económicas debido a su falta de inglés. | <input checked="" type="checkbox"/> |
| (vi) | El director Redondas echa la culpa de las debilidades lingüísticas a la política de doblaje en España. | <input checked="" type="checkbox"/> |
| (vii) | Los españoles dominan el inglés mejor que los portugueses. | <input type="checkbox"/> |
| (viii) | En relación a las lenguas extranjeras los políticos dan un mal ejemplo al público español. | <input checked="" type="checkbox"/> |
| (ix) | El Gobierno español debe invertir más dinero en la enseñanza de las lenguas. | <input type="checkbox"/> |
| (x) | Es fácil concluir que los idiomas son el talón de Aquiles de los españoles. | <input checked="" type="checkbox"/> |

Ejercicio 3(b)

Lee el texto *Catorce turistas borrachos fuerzan un aterrizaje en Francia*, y luego contesta las siguientes preguntas en tus propias palabras en español. (You must use your own words in Spanish.) [4]

- (i) Describe dos señales evidentes de que los turistas borrachos expulsados del avión no estuvieron en Ibiza. [2]

Any 2 of:

- **la policía francesa estaba allí / los uniformes eran de la policía francesa**
- **no hacía calor / hacía fresco**
- **la playa no estaba cerca.**
Accept idea of “estaban en Francia”

- (ii) ¿Qué tipo de comportamiento ha intentado evitar la compañía aérea? [1]

Las borracheras de los pasajeros / que los pasajeros se emborrachen.
Answer must contain reference to “borrachera” or drunkenness.

- (iii) ¿Por qué no puede relajarse el personal de seguridad del aeropuerto de Ibiza? [1]

A causa del / debido al estado en que llegan algunos turistas británicos.

Ejercicio 3(c)

Lee el texto sobre *El dopaje deportivo en España*, y luego escoge la palabra más apropiada para rellenar los quince espacios en blanco en las oraciones que se refieren al texto. (You must fill in the blanks and you must copy correctly.)

Lista de palabras. ¡Cuidado! Sobran palabras. No debes usar una palabra más de una vez.

If candidates use a word more than once, give the mark if it is correct the first time, but do NOT give the mark if it wrong the first time and then correct the second or third time etc.

ayudó
círculos
competentes
dureza
encubrimiento
eran
estrella
fuesen
habido
hayan
inmediata
lluvia
paraíso
perjudicó
revelación
robaba
sabido
sustancias
usaba
vergüenza

Hay una opinión general en los **círculos (1)** deportivos mundiales de que España ha sido el **paraíso (2)** del dopaje. Algunos señalan el buen clima, la corrupción de la clase política, la actitud relajada ante la droga y el alcohol como factores posibles que **hayan (3)** influido en la situación. Sea como sea, las autoridades mundiales están convencidas de que hubo un gran **encubrimiento (4)** de lo que pasaba en el ciclismo español igual que en otros deportes. Sobre todo hubo el juicio contra el Doctor Fuentes que **usaba (5)** muestras de sangre de muchos deportistas para darles transfusiones antes y durante las competiciones. Eso habría afectado su pasaporte biológico pero la jueza del caso le puso una pena mínima a Fuentes y sus colaboradores y no permitió el traslado de las bolsas de sangre a Lausana (Suiza) para su análisis en los laboratorios de las autoridades **competentes (6)** internacionales. Al contrario mandó que **fuesen (7)** destruidas. Hubo una condena **inmediata (8)** tanto por parte de deportistas de fama internacional como de la prensa y autoridades deportivas de muchos países tales como Francia, Reino Unido y Estados

Unidos. Otra **vergüenza (9)** nacional fue la detención de la gran corredora Marta Domínguez, ganadora de muchas carreras internacionales y **estrella (10)** del atletismo español, a quien se le acusó no solo de haber sido cliente del médico Fuentes sino de traficar **sustancias (11)** dopantes a otros deportistas. Es bien **sabido (12)** que España apareció en los deportes mundiales como una gran **revelación, (13)** en particular desde los Juegos Olímpicos de Barcelona en 1992. Desde entonces ha habido éxitos españoles en fútbol, baloncesto, ciclismo, atletismo, natación sincronizada y tenis. Ahora todo se ha puesto en duda y les toca a las autoridades españolas practicar con más **dureza (14)** sus controles antidopaje. Incluso hay quienes dicen que su mala reputación **perjudicó (15)** la candidatura olímpica de Madrid 2020.

Ejercicio 4

Completa las oraciones siguientes con la(s) palabra(s) correcta(s).

[10]

N.B. In this exercise marks are awarded for grammatical accuracy. You must fill in the blanks and you must copy correctly.

Ejemplo: Muchos españoles dicen que quieren aprender [Inglaterra / la inglesa / el inglés].

Respuesta: Muchos españoles dicen que quieren aprender **el inglés**.

- (i) Una gran parte de los jóvenes españoles **emigraría** [emigrar / emigrarán / emigraría] si **tuviera** [tendrá / ha / tuviera] un dominio del inglés. [2]
- (ii) Todo el mundo **sabe** [sepa / sabe / saben] que **tanto** [tan / tan mucho / tanto] el español como el inglés son idiomas muy **hablados** [habladas / hablados / se hablan] en el mundo de hoy. [3]
- (iii) Las azafatas **dijeron** [dicho / dijeron / decieron] que **estaban de acuerdo** [acordaban / recordaban / estaban de acuerdo] con esta afirmación: "algunos jóvenes **intentaban** [atentaban / atentado / intentaban] poner el vuelo en **peligro** [peligroso / peligro / peligrosa]. [4]
- (iv) El proceso dopante de un médico español pudo haber **matado** [muerte / muertado / matado] a sus clientes deportivos. [1]

Ejercicio 5

Look back at the three Spanish texts in the folder, and then translate the words underlined into good ENGLISH. [16]

Example: Catorce turistas borrachos fuerzan un aterrizaje en Francia.

Answer: Fourteen drunk tourists force a plane to land in France.

Text 3(a)

- (i) El noventa y tres por ciento de los españoles reconoce que el inglés es siempre su "asignatura pendiente". [2]

93% of Spaniards admit that English is always [1] the next subject they are going to learn (on their agenda). [1]

For "reconoce" accept "know / recognize / accept / think / agree / feel".
For "asignatura pendiente" accept next on their list / next thing to do etc.
Do not accept "difficult / worrying".

- (ii) precisamente en una época en la que trabajar en el extranjero muchas veces es la única salida para muchos jóvenes españoles. [2]

exactly / precisely / especially at a time when working abroad / [1] is often the only way out for many young Spaniards. [1]

For "salida" accept: "the only way (out) / the only escape / the only option"
For "jóvenes" do not accept: "teenagers"

- (iii) El piloto de Ryanair cumplió su amenaza de expulsarles del avión. [2]

The Ryanair pilot kept his threat / [1] to throw them off the plane. [1]

For "expulsarles" accept "remove / expel".
Do not accept: "throw out" / "eject" / "ban"

Text 3(b)

- (iv) luego el grupo comenzó a bailar y a molestar el resto de los pasajeros. [1]

Later / then / afterwards the group began to dance and annoy / disturb / upset the other / the rest of the / passengers. [1]

- (v) La mayoría de los turistas británicos suele viajar a España con calma pero una minoría empieza a calentarse cuando se acercan a 'la isla de la fiesta'. [3]

The majority of British tourists usually travel calmly to Spain [1] but a minority begins to get over excited / wound up / rowdy [1] as the plane gets near to "fiesta / holiday island". [1]

For "calentarse" accept, "excited" / "agitated"; do not accept "misbehave".

Text 3(c)

- (vi) No es extraño que la Agencia Mundial Antidopaje llame la sentencia decepcionante e insatisfactoria. [3]

It is not surprising / strange [1] that the World Anti-doping Agency calls the sentence [1] disappointing and unsatisfactory. [1]

Answer must have a reference to “doping”, not “anti-drug”

- (vii) “No puede estar bien que no sepamos estos nombres y que ninguna acción se pueda tomar por las autoridades para proteger a los atletas que están limpios” [3]

It cannot be alright that we do not know these names [1] and that no action can be taken by the authorities [1] to protect the athletes who are clean. [1]

For “estos nombres” accept “the / those / their names”

Ejercicio 6

Escribe **200-250** palabras en español sobre **uno** de los temas siguientes.

[35]

EITHER

- (a) leer hacer deporte Internet ver la tele

“Muchos jóvenes pasan su tiempo libre delante de una pantalla o con el móvil, lo cual resulta en una forma de vida sedentaria.” ¿Estás de acuerdo con esta afirmación? ¿Qué soluciones hay?

OR

- (b) alcohol tabaco cannabis cocaína

“La legalización de las drogas blandas y duras solucionaría el problema del narcotráfico.” ¿Estás de acuerdo con esta afirmación? Da tus razones.

OR

- (c) Twitter Facebook móvil Internet

“Las redes sociales son la mejor manera de hacer amistades y estar en contacto.” ¿Estás de acuerdo con esta afirmación? Da tus razones.

OR

- (d) estudios trabajo universidad carrera

“Hoy en día los estudios universitarios son esenciales para conseguir un buen trabajo.” ¿Estás de acuerdo con esta afirmación? Da tus razones.

The essay must answer all parts of the question set.

Principles of Marking Spanish SN2 June 2015

Q.1 True/False questions – listening text

1 mark awarded for successful choice of **Verdadero** box. **No** mark awarded for just ticking **Falso** box – mark awarded here only for comprehensible correction of an incorrect statement; a misspelling that does not impede communication/meaning is usually tolerated.

If a statement is corrected accurately without ‘crossing’ the **Falso** box, the mark can still be awarded.

Q.2 Choice of words in grammar gap filling – listening text

The answer MUST be written, not just underlined or circled.

The answer must be free from any grammatical error and **must be copied correctly**. No errors will be tolerated, including accents and minor spelling errors.

Q.3 (a) Five correct statements (according to information given in reading text)

If more than the required number of boxes is crossed, a mark will be deducted from the total number of correct answers – so if 6 boxes instead of 5 were ‘crossed’ and the total number of correct answers was 4, one mark would be deducted, leaving 3 marks. If too few answers are indicated, this must be shown clearly when marking – put a line clearly through boxes.

(b) Comprehension answers in Spanish on reading text

No marks will be awarded for a ‘straight lift’. The answer must be a correct grammatical and semantic answer to the question asked. English or Welsh words used in the answer will mean that a mark will not be awarded for that particular section. Answers must be comprehensible but minor errors not affecting meaning will be tolerated.

(c) Comprehension gap–filling from a choice of words/phrases: reading text

The answer MUST be written, not just underlined or circled.

Words from the list **must be copied correctly**. No errors will be tolerated including accents and minor spelling errors.

Q.4 Gap-filling - reading texts (grammatical accuracy)

The answer MUST be written, not just underlined or circled.

Answers to gap-filling must be copied correctly. No errors will be tolerated, including accents and minor spelling errors.

Q.5 Translation into English

All parts of a sentence must be incorporated into the answer; a mark cannot be awarded for a section if one word or its meaning is missing. The translation must make sense in English or Welsh. A 'free' translation will be acceptable as long as every part of the sentence has been assimilated fully into the meaning. Spanish words will only be accepted if in common English usage (e.g. *fiesta*, *machismo*, *patio*) and the mark for that particular section cannot be awarded. An explanation should be given for a word like *botellón*.

Q.6 Essays

Material directly copied from the reading passages and not manipulated will not be credited. Answers must address all parts of the question set and require the candidates to express their own point of view.

Indicative content of SN2 Essays

The bullet points below are **suggestions only** and are not exhaustive. Reward will be given for **all relevant points** argued by the candidate.

Essay (a) must state whether in agreement or not and give more than one solution (soluciones in question)

- control time spent watching TV, playing video games, on social networks
- alternate this with sport, exercise etc
- don't just sit around all the time
- don't eat bollería or drink sugary drinks.

Essay (b) must state whether in agreement or not and give reasons

- comment on effects of legalization of drogas blandas and duras
- discuss if it would reduce power of drug traffickers
- comment on possible reduction in consumption
- discuss effects of possible increase in marijuana use on young brains.

Essay (c) must state whether in agreement or not and give reasons

- comment on importance of keeping in touch with family / friends
- comment on dangers of cyber bullying, grooming etc
- comment on whether face to face contact in clubs, bars, leisure centres is preferable
- discuss advantages and disadvantages of social media.

Essay (d) must state whether in agreement or not and give reasons

- comment on whether a university qualification guarantees a good job
- discuss whether an apprenticeship or technical qualification might be more secure
- comment on what constitutes a good job, e.g. earning lots of money
- comment on plight of young people: unemployment, living with parents after graduation, emigration from Spain.

Essay Mark Scheme Unit 2

Understanding / Quality of Response (AO2)

20/19/18	Direct and concise, clear and coherent, completely relevant to question, showing independent thought, knowledge and analysis.
17/16/15	Well-structured argument which focuses on main aspects of the question, but not exhaustively. Lacks a little concision and analysis.
14/13/12	Tendency to focus on information rather than present analysis or argument. Evidence of a lack of precision and clarity with some meanings unclear.
11/10/9	Some lack of focus on central themes of question with some irrelevance. May use pre-learned information not appropriate to question set. Lacks overall precision and clarity.
8/7/6	Significant lack of focus on central themes of question and inability to communicate clearly. Large amount of irrelevant information.
5/4/3	Clear evidence of misunderstanding or misinterpretation of question set. Lack of organization, confused statements, unclear meaning.
2/1	A rambling, disjointed, irrelevant essay.
0	Nothing of value presented.

Accuracy (AO3)

10/9	Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
8/7	The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance. Limited range of subordinate clauses.
6/5	A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. Few, if any compound tenses. High incidence of elementary errors.
4/3	Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
2/1	Rudimentary grasp of basic grammar evident in short main clauses. Frequent serious errors, fragmented and incomplete sentences. No sense of structure. Meaning unclear.
0	No evidence of understanding linguistic principles. Strings words together. Frequent elementary errors.

Range and Idiom (AO3)

- 5** Good range of structures and vocabulary to suit a variety of linguistic situations, but some limitation in abstract contexts. Appropriate use of 'Spanish' structures. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
- 4** Able to use a limited range of structures appropriately. Range of tenses limited but sound. Evidence of some English / Welsh structures used inappropriately. Some vocabulary lacking or used inappropriately.
- 3** Evidence in straightforward factual contexts of understanding some basic principles of idiomatic usage. Range of structures and vocabulary limited to the most common. Short sentences predominate, but some pre-learned phrases used appropriately.
- 2** Range of structures and vocabulary adequate only for factual statements. Evidence of a sense of grammatical structure only in short phrases.
- 1** Elementary grasp of idiomatic usage. Brief responses, applied in familiar contexts. Tends to confuse registers. Main verbs in present tense, irrespective of task set.
- 0** No understanding of linguistic principles. Vocabulary and structures inadequate for the job. Unintelligible for native speakers without knowledge of English / Welsh.

**GCE SPANISH
SN2: LISTENING, READING AND WRITING**

TAPESCRIPT - SUMMER 2015

Cursos de informática en Santander

El Ayuntamiento de Santander impartirá 74 cursos de informática en los diez telecentros municipales durante el mes de septiembre, para los que ofertarán cerca de 600 plazas. Estos cursos forman parte del programa de alfabetización digital que se imparten gratis en los telecentros municipales, dirigidos a la población en general. Esta programación, que se realiza mensualmente a lo largo del año, tiene previstas para septiembre más de 590 plazas en los 74 cursos programados, que tendrán lugar, en todos los casos, en horario de mañana. Los cursos, de una semana de duración y de 20 horas, tienen como finalidad tratar de reducir la brecha digital y contribuir a mejorar la formación de los desempleados para facilitar su acceso a un puesto de trabajo. Para ello, además de los cursos de informática básica e Internet y correo electrónico, se celebrarán cursos sobre multimedia con MovieMaker, retoque fotográfico digital y Redes Sociales (Facebook y Twitter). La programación completa se puede consultar en la página web del Ayuntamiento de Santander y, a partir del 16 de agosto, los interesados ya se pueden inscribir en los cursos acudiendo al Telecentro en el que se imparta el mismo, en horario de mañana. La concejala de Empleo y Desarrollo del Ayuntamiento también se refirió al nuevo folleto electrónico, con información útil sobre la localización de los telecentros. Apuntó que, gracias a la incorporación del nuevo Google Maps, todos son accesibles desde el propio navegador y asimismo, se incorporarán datos de las paradas de autobús más cercanas, así como el cálculo de la ruta más apropiada para llegar a ellos, ya sea en coche, en bicicleta o andando.

‘Generando Igualdad: una Asociación a favor de la Mujer’

‘A favor de la mujer’, somos todo un equipo. Y trabajamos codo con codo, en beneficio de las mujeres maltratadas. Somos seis mujeres, de 30 a 41 años, abogadas y psicólogas, que, un buen día, dijimos: ‘No, se acabó’. Fundamos Generando Igualdad, una asociación voluntaria, en el año 2000. Desde entonces, luchamos por la igualdad de oportunidades entre hombres y mujeres y la erradicación de la violencia de género.’ Ofrecemos a las mujeres víctimas de violencia de género, sin coste económico alguno, asesoramiento jurídico, atención psicológica y un espacio donde sentirse apoyadas’. Pueden acudir sin necesidad de una sentencia condenatoria o una orden de protección. Y no ponemos límite de asistencia; es decir, ofrecemos nuestra ayuda el tiempo que cada mujer necesite, porque cada caso es completamente distinto. ‘Busca ayuda, no estás sola’, es nuestro primer mensaje. Se publicará por medio de una serie de MERCADILLOS SOLIDARIOS que abrirán sus puertas a las 12 horas y en los que se podrá disfrutar de una gran variedad de productos: alimentación, moda, complementos, ropa deportiva, joyería, artesanía, entrenador personal, fisioterapeutas...y mucho más.

**GCE SPANISH
SN4: LISTENING, READING AND WRITING**

MARK SCHEME - SUMMER 2015

Ejercicio 1

Listen to the following news items and then answer the questions in **English**:

Ejercicio 1(a) [3]

- (i) How have the inhabitants of Torrelavega responded to the suffering of some local families affected by the economic crisis?

With actions / good deeds / an increase in volunteering. They collected food [1]

- (ii) What type of food was collected in under a fortnight?

Tinned / non-perishable/non degradable/preserved food. Tinned tuna [1]

- (iii) Why was Javier López Estrada pleased with the response to the campaign?

The amount of food collected was without precedent. He achieved his aims/targets. [1]

Ejercicio 1(b) [3]

- (iv) Explain **briefly** how Aguas de Valencia generated clean energy.

From sewage / from the agricultural and food industry. [1]

- (v) Why is the prize awarded? Give **one** reason.

For the use of renewable energy derived from biomass / the use of biocombustibles (biodiesel, bioalcohol, biogas). Must refer to biomass. [1]

- (vi) What was reduced by 3,000 tonnes?

CO2 emissions. Must mention emissions [1]

Ejercicio 2(a)

Read the text on Gibraltar, and then answer the following questions in **ENGLISH**: [7]

- (i) What term is used to describe the seasonal confrontations between Spain and Gibraltar? [1]

It is a soap opera / a TV soap.

- (ii) What happened to the status of Gibraltar in 1713? [1]

It was given to Great Britain (by the Treaty of Utrecht.)

- (iii) Why did the submarine Tireless cause a confrontation in the millennium year? [1]

Because it was a damaged nuclear submarine / because of risk of nuclear escape / leak

- (iv) Who led the demonstrations against the Tireless? [1]

Spanish environmental groups. (Must mention Spanish)

- (v) What did the British and Spanish agree to do in 2002? [1]

Share joint sovereignty of Gibraltar.

- (vi) What action prevented the Spanish boats from fishing in 2013? [1]

The Gibraltar government put 70 concrete/cement blocks into the sea / Gibraltar government made an artificial barrier / reef

- (vii) And how did Spain respond? [1]

She tightened customs controls/searches on the border.

Ejercicio 2(b)

Lee la continuación del texto sobre el conflicto de Gibraltar, y luego llena los cinco espacios en blanco con una de las palabras siguientes. [5]

Lista de palabras. ¡Cuidado! Sobran palabras. No debes usar una palabra más de una vez.

El conflicto entre Madrid y Londres de este verano está siendo el mayor desde hace años en el Peñón, y ha llevado incluso a que el presidente del Gobierno, Mariano Rajoy, y el primer ministro británico, David Cameron, **hablen (1)** por teléfono para calmar las aguas. La pesca también ha **suscitado (2)** enfrentamientos. En los últimos años se ha pasado por distintas fases de tranquilidad y tensión entre las autoridades gibraltareñas y los pescadores de la zona. El último acuerdo se **alcanzó (3)** el 3 de agosto de 2012 y puso fin de momento a un conflicto que también salpicó a las relaciones diplomáticas entre España y el Reino Unido, aunque **no (4)** siempre ha sido respetado por el Peñón, según el Gobierno. En este **contencioso (5)** bilateral entre España y Reino Unido se encuentran también cuestiones como las visitas de la familia real inglesa, que casi siempre se han realizado en verano y que han acarreado situaciones de polémica entre ambos países.

Lista de palabras

abatió
alcanzó
contencioso
contundencia
llaman
habido
hablen
no
para
suscitado

Ejercicio 2(c)

Lee el texto sobre el calentamiento global, y luego contesta en español las preguntas que siguen. Aviso: debes contestar en tus propias palabras en español. (You **MUST** use your own words in Spanish, as far as possible.) [10]

- (i) Da **dos** ejemplos de cómo las proyecciones climatológicas conducen al pesimismo. [2]

Any 2 of:

Los efectos serán de largo alcance.

Las emisiones estarán en la atmósfera.

Habrà una subida del nivel del mar.

Habrà una subida de la temperatura. (Verb can be in the present)

- (ii) Explica el sentido de las palabras: "Pero necesitamos Gobiernos que actúen como bomberos y no como pirómanos." [1]

**Quieren decir que los políticos deberían prevenir un fuego no encenderlo/
Los gobiernos deberían mejorar / no agravar/empeorar la situación**

- (iii) ¿A quiénes se dirigen los datos en el informe? [1]

A la clase política.

- (iv) ¿Cuál es la prueba más clara de que España sufre el calentamiento global? [1]

Llueve menos.

- (v) ¿Por qué sufre España tanto del cambio climático? [1]

Porque está entre dos sistemas climáticos.

- (vi) ¿Cómo criticó Greenpeace al Gobierno español? [1]

El Gobierno protege los combustibles fósiles contra las energías renovables.

- (vii) ¿Qué promesa hace Susana Magro con respecto a la política medioambiental de España? [1]

En 2020 España habrá cumplido la normativa europea sobre emisiones tóxicas / habrá reducido un 20% las emisiones en 2020

- (viii) ¿Cómo podría afectar la salud pública el efecto invernadero? [1]

Un mosquito (tigre) muy peligroso podría traer enfermedades tropicales (la fiebre amarilla / del dengue) a España.

- (ix) ¿Qué efecto tuvo el calor excesivo en España? [1]

Murieron muchas personas. Hubo muchas muertes / muchos muertos

Ejercicio 3

Translate the following text into SPANISH:

[25]

With the economic crisis it is important that climate change does not disappear from government programmes. The Spanish government needs to become more aware of future threats. Although some may claim that global warming has slowed down in recent years, the rise in sea levels, the effects of emissions from planes, vehicles and power stations, together with the melting of glaciers, provide convincing evidence of the effects that human activities still have. If countries do not unite to combat the present situation our grandchildren will inherit a dying planet. All countries must act because harmful emissions do not stay above the country that produces them. The country that produces them does not matter because they circulate in the atmosphere and have an impact on the whole planet.

1. Con la crisis económica, es importante que el cambio climático
2. no desaparezca de los programas gubernamentales.
3. Hace falta que el Gobierno español
4. se conciencie de (sea consciente de) las amenazas futuras.
5. Aunque algunos afirmen que el calentamiento global ha ralentizado (se ha suavizado) en los últimos años,
6. la subida del nivel de los mares, los efectos de las emisiones de los aviones, vehículos y centrales eléctricas, (**not nucleares**)
7. junto con el derretimiento de los glaciares/polos/hielos/capas de hielo
8. ofrecen evidencia convincente (datos convincentes, pruebas convincentes) de los efectos / las repercusiones
9. que siguen teniendo las actividades humanas.
10. Si el mundo/ los países no se une(n) para combatir la situación actual,
11. nuestros nietos /hijos de nuestros hijos van a heredar un planeta moribundo/que está muriendo
12. Todos los países deben actuar porque las emisiones tóxicas/nocivas/dañinas/peligrosas
13. no se quedan sobre el (por encima del) país que las produce (país productor).
14. No importa el país de origen / Da igual de qué país salgan /
15. porque circulan en la atmósfera y afectan al planeta entero (tienen repercusiones en el planeta entero).

ACCEPT	DO NOT ACCEPT
Fábricas de luz No es importante Juntar/unir descongelamiento	Nucleares Estaciones/centros Convencedora Dañosas Sí no vengan Muriendo (on its own)

Ejercicio 4

ALL ESSAYS TO BE MARKED OUT OF 10 FOR ACCURACY IN ACCORDANCE WITH PUBLISHED GRID (See below)

Indicative content of SN4 Essays

The bullet points below are **suggestions only** and are not exhaustive. Reward will be given for **all relevant points** argued by the candidate.

Films

El laberinto del fauno

- (a) Analyse and comment on
- who obeys and who disobeys in real world and fantasy world and why
 - Fascist world based on order, discipline, obeying rules, control of women etc.
 - Republican world based on equality of people, rights of women, children etc.
- (b) Analyse and comment on
- violence and brutality in real and fantasy world
 - monsters in real and fantasy world
 - whether story of Ofélia is an allegory of hope and escape from Franco's Spain.

María llena eres de gracia

- (a) Analyse and comment on
- María's decision to leave the fábrica and then become a mula
 - her behaviour in the US
 - her decision not to return to Colombia.
- (b) Analyse and comment on
- María as an "object" for her boyfriend in Colombia
 - her treatment at the hands of the drug boss in Colombia
 - whether she is just a commodity in the eyes of the drug dealers in the US.

Las trece rosas

- (a) Analyse and comment on
- reaction of girls to imminent arrival of Nationalists and bombing etc. at beginning
 - (foolish) bravery with which they try to continue the fight
 - reaction to violence and subsequent threat of being shot.
- (b) Analyse and comment on
- attempt to distribute anti-Franco propaganda
 - assassination of high-ranking guardia civil and his daughter
 - their behaviour in prison and inevitability that they will be shot in an act of revenge.

El Bola

- (a) Analyse and comment on
- how the machista Mariano treats his wife and her attitude of subservience
 - whether she is representative of the abnegation of some traditional wives in Franco's Spain
 - compare and contrast her behaviour and the domestic atmosphere with that of Alfredo's mother and the atmosphere in José's household.
- (b) Analyse and comment on
- whether Pablo's mother realises that he is being mistreated by his bullying father
 - Pablo's changing attitude after he meets Alfredo
 - his decision to challenge the values of his own family after experiencing those of the liberal and egalitarian José.

Yoyes

- (a) Analyse and comment on
- how Yoyes changes from a committed killer to a concerned mother
 - how she becomes a victim of a new bunch of young hardliners
 - whether she is victimised by killers just as she once victimised others.
- (b) Analyse and comment on
- points above but with more emphasis on internal divisions in ETA
 - whether a promise of safe passage counts for nothing among terrorists
 - whether violence ultimately destroys all those engaged in it.

¡Ay, Carmela!

- (a) Analyse and comment on
- whether Carmela represents the artistic freedom that flourished in Spain (Lorca, Dalí, Unamuno, Machado) before the Civil War
 - whether that spirit of artistic freedom overtakes her when she is engaged by the young Italian commander to perform a burlesque of the Republic in return for their freedom i.e of Paulino and Gustavete as well as herself
 - how the comedy turns into tragedy because of the rigidity of the Fascist mindset.
- (b) Analyse and comment on
- how the comic actors Carmela and Paulino accidentally wander into Nationalist territory
 - how a Fascist plan to satirise the Republic is comically turned upside down with tragic consequences for Carmela
 - how the desolate scene with Paulino and Gustavete at the end symbolise the rigidity of the Fascist mind and the desolation of war.

Belle Epoque

- (a) Analyse and comment on
- whether this film is a swan song for the Republic
 - whether Manolo is a free spirit who encourages free expression in the behaviour of others
 - whether this is offset by the bitter-sweet sense of departure and ending of happy times at the end.
- (b) Analyse and comment on
- whether the happy atmosphere in Manolo's household is offset by the deaths of the guardias (at the beginning) and the priest (at the end)
 - Fernando's "adventures" with Manolo's four daughters
 - Manolo's attitude towards the brothel and the visit of his wife with her incumbent lover.

Planta Cuarta

- (a) Analyse and discuss
- importance of attitude of medical staff to the boys behaviour
 - how the boys get up to tomfoolery in spite of their threatening cancers
 - the need for optimism, especially when one is young, is part of the human spirit.
- (b) Analyse and discuss
- how the boys use friendship to try and overcome a dire situation
 - their pranks and tricks on the nurses establish a bond of solidarity between them
 - the importance of friendship and hope.

Literature

La casa de Bernarda Alba

- (a) Analyse and discuss
- traditional concept of *honor / honra* in a patriarchal society
 - whether the women are totally subservient in the play and the men, albeit absent, all dominant
 - the treatment that Bernarda metes out to her daughters.
- (b) Analyse and discuss
- Adela as a rebel against conventions from the outset
 - Adela's wilful "pursuit" of Pepe el Romano
 - whether she is a victim of social conventions, her mother's rigid control etc.

Los de abajo

- (a) Analyse and discuss
- the sense of destiny with which Demetrio becomes a revolutionary
 - his foolhardy bravery in battle
 - whether he becomes a victim of violence and loses his self will.
- (b) Analyse and discuss
- Demetrio's attitude towards his wife
 - the character and behaviour of Camila and La Pintada
 - how the revolutionaries regard women once they have the upper hand over the federales.

El otro árbol de Guernica

- (a) Analyse and discuss
- strong urge of Santo to lead and protect from the outset
 - whether he is mature or over mature
 - examples of how he helps and leads the other children to focus on Spain.
- (b) Analyse and discuss
- sense of loss suffered by the exiled children
 - their sense of family ties and lost roots
 - their inability to come to terms with the effects of war.

Las bicicletas son para el verano

- (a) Analyse and discuss
- good behaviour of some adults
 - selfish behaviour in adults
 - sense of family ties and urge to survive.
- (b) Analyse and discuss
- loyalty to Republic and union solidarity
 - general sense of bonhomie and fair play
 - sense of family responsibility.

Réquiem por un campesino español

- (a) Analyse and discuss
- the priest's and Paco's different reactions to the old people living in the cave
 - their disagreement over the land question
 - whether the priest ultimately betrays Paco to the Fascist gunmen.
- (b) Analyse and discuss
- importance of réquiem Mass as framework for the novel
 - symbolism of potro
 - other animal references in the novel.

El túnel

- (a) Analyse and discuss
- whether Juan Pablo demands total subservience from María
 - why he connects her with his painting of *maternidad*
 - whether his behaviour is misogynistic.
- (b) Analyse and discuss
- Juan Pablo's relationship with his mother
 - his sense that he is victimised by everyone, including María
 - whether his killing of María is psychotic.

El coronel no tiene quien le escriba

- (a) Analyse and discuss
- whether the coronel is any way pragmatic
 - whether his dedication to his principles is not ultimately self destructive
 - what the voice of reason might tell the coronel about the letter, the gallo, his penurious situation etc.
- (b) Analyse and discuss
- why his son was killed
 - why Don Sabas has prospered and he has not
 - whether it is sensible to continue to oppose a dictatorial force.

Como agua para chocolate

- (a) Analyse and discuss
- her animus towards Tita and her preference of Rosaura over her
 - what light her own amorous past throws on her behaviour
 - her manly courage in standing up to the revolutionaries.
- (b) Analyse and discuss
- Tita's sensitive, loveable nature leading to her propensity to side with the underdog, and her use of her "ethnic" Indian powers, her self-abnegation, etc.
 - Rosaura's haughty, overbearing character and her treatment of her sister
 - Gertrudis unruly, rumbustious character making her an independent, free spirited woman, able to outperform men in a man's world.

Regions

Andalucía

- (a) Analyse and discuss
 - legal: elderly people, need more health services, don't contribute to taxation system, impact on local culture
 - illegal: large numbers, take local people's jobs, unemployment, housing and health needs.
- (b) Analyse and discuss
 - countryside, unemployment, rural tourism, old traditions
 - urban life: mass building along the coast, tourism, traffic, main cities: Málaga, Sevilla, Granada and Córdoba.

Cataluña

- (a) Analyse and discuss
 - referendum
 - separatism
 - state or nation.
- (b) Discuss and comment on
 - language
 - fiestas, food, sardana
 - attracts tourists (football).

La Comunidad de Madrid

- (a) Analyse and discuss
 - illegal immigrants, crime and prostitution
 - housing, unemployment, health needs
 - do not contribute to the local economy / do not pay tax.
- (b) Analyse and discuss
 - noise pollution
 - air pollution
 - traffic
 - CO 2 emissions.

La Comunidad Valenciana

- (a) Analyse and comment on
 - rice production, regional dishes, paella etc
 - Fallas de Valencia, la Tomatina, Moros y Cristianos and other fiestas
 - large producer of citrus fruit etc (The Huerta de Valencia).
- (b) Analyse
 - unemployment
 - immigration.

El País Vasco

- (a) Analyse and discuss
 - ceasefire, weapons amnesty
 - negotiation
 - campaign for release of political prisoners.
- (b) Analyse and comment on
 - Basque language, cuisine, dancing and other traditions
 - repression under Franco until 1975
 - the impact of ETA.

Essay Mark Scheme Unit 4

Quality of Response (AO2)

- 15-13** Full and direct response to the question set. Able to focus on the task immediately and without deviation. Clear organisation, systematic and coherent. Shows excellent command / judgement in the use of source material. Imaginative approach, clear viewpoint, sense of purpose and analysis. Concise, matching exposition / conclusion. Argument fully supported by evidence.
- 12-10** Competent, but lacks some flair, imagination, analysis. Sound argument, not always exhaustive, with appropriate examples to illustrate a point; a little obliqueness, a few relevant conclusions not drawn or poorly supported by evidence, some inappropriate description. But generally well balanced and documented, coherent exposition / conclusion.
- 9-7** Some sense of direction and some originality, but also deviation / triviality. Insufficient focus on central themes. Strong tendency to describe rather than analyse, and to supplement pre-learned information which is not directly related to the given context. But also some independence of thought. Occasional mismatch between argument and evidence / information, inappropriate / unconvincing conclusions.
- 6-4** Some sense of shape, but with flaws and lack of purpose. Limited success in trying to answer specific points. Confused responses / comments tend to distort / dissipate the argument presented. Repeated misunderstandings / misinterpretations of materials and / or questions. General lack of analysis and overall organisation. Argument unclear, poorly supported by evidence.
- 3-1** Little or no indication that the scope of the task has been understood. Response rambling, disjointed, leading nowhere; information presented for no apparent purpose, important aspects / evidence ignored; pre-learned / 'adapted' passages, poorly incorporated; narrow scope, largely irrelevant.
- 0** Totally unfocused. Responses / statements out of context. Barely more than a list of disconnected items. No connection with the task in hand.

Knowledge of topics and texts (AO1, AO2)

- 10-9** Candidate is thoroughly familiar with the chosen topics / texts. Answers, views and statements demonstrate sound factual knowledge and judgements. Able to draw easily on source material relevant to support a view or argument or to compare / contrast aspects of the subject under discussion.
- 8-7** Evidence of good factual knowledge and judgement despite one or two inconsistencies in presenting particulars from topics / texts studied. Evidence of good scope of sources studied, with no significant misrepresentation of facts.
- 6-5** Evidence of some general knowledge with limited factual detail of topics / texts studied, focused on content rather than judgement. Candidate may confuse certain aspects because they have been 'learned' without being fully assimilated. Prone to misrepresentation / misinterpretation of facts. Views and opinions, such as there are, tend to be unsupported by evidence.
- 4-3** Superficial knowledge, confused presentation of unrelated facts which may have little or nothing to do with the subject under discussion and may lead to misunderstanding / misinterpreting certain issues or questions. No evidence of a range of sources studied. Some inappropriate vocabulary, repetition of 'learned' key statements without genuine argument / understanding.
- 2-1** Distinct lack of factual knowledge, lack of corresponding vocabulary. No evidence that the topics / texts have been studied in any depth, neither in Spanish or the mother tongue. May present pre-learned isolated statements out of context, incorrect references to names or places. Frequent misunderstandings.
- 0** No information conveyed that is relevant to the task in hand, no evidence that topic / text has been studied.

Accuracy (AO3)

- 10-9** Excellent command of grammar and syntax. Consistently correct use of language despite a few errors, some corrected. High degree of accuracy.
- 8-7** Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
- 6-5** The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance. Limited range of subordinate clauses.
- 4-3** A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. Few, if any compound tenses. High incidence of elementary errors.
- 2-1** Very limited evidence of applying basic grammatical rules. Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
- 0** No rewardable language.

Range and Idiom (AO3)

- 10-9** Wide, at times adventurous range of appropriate structures and vocabulary. Firm grasp of Spanish idiom. Able to adapt to changing linguistic demands and to handle a variety of appropriate structures with ease. Assured sense of register. Uses language imaginatively to achieve desired effect. Evidence of style, nuance.
- 8-7** Good range of structures and vocabulary to suit a variety of linguistic situations, but some limitation in abstract contexts. Appropriate use of 'Spanish' structures. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
- 6-5** Able to use a limited range of structures appropriately. Range of tenses limited but sound. Evidence of some English / Welsh structures used inappropriately. Some vocabulary lacking or used inappropriately.
- 4-3** Evidence in straightforward factual contexts of understanding some basic principles of idiomatic usage. Range of structures and vocabulary limited to the most common. Short sentences predominate, but some pre-learned phrases used appropriately.
- 2-1** Range of structures and vocabulary adequate only for factual statements. Evidence of a sense of grammatical structure only in short phrases.
- 0** No rewardable language.

**GCE SPANISH
SN4: LISTENING, READING AND WRITING**

TAPESCRIPT - SUMMER 2015

56 toneladas de solidaridad

Dice Miguel Ángel Fernández, el sacerdote responsable de la Organización Contra el Paro, que los habitantes de Torrelavega, cerca de Santander, vienen demostrando con acciones su implicación y su solidaridad con los problemas humanos. Él conoce como nadie el sufrimiento de muchas familias de esta ciudad que están siendo golpeadas duramente por la crisis. Pero también es testigo directo de la respuesta de la ciudadanía al problema, con el incremento de las acciones solidarias, como las campañas que han permitido recoger en menos de dos semanas 55.297 kilos de alimentos no perecederos como latas de atún. Al final se ha llegado a las 56 toneladas, lo que equivale a un kilo por cada vecino. La iniciativa ha sido promovida por la asociación 'El Corazón de Torrelavega', un nuevo colectivo de carácter social que acaba de nacer para desarrollar acciones de colaboración, dirigidas a todos aquellos colectivos y ciudadanos que precisen ayuda y amparo social. La asociación se puso en marcha por iniciativa de un grupo de militantes regionalistas. "Ha quedado clara la respuesta de toda la ciudadanía. Lo hemos conseguido kilo a kilo gracias a todos", señaló Javier López Estrada, director de esta campaña solidaria. El rostro de Javier Estrada denotaba felicidad, la que siente uno cuando cumple el objetivo que persigue. El director de la asociación 'El Corazón de Torrelavega' era muy ambicioso en cuanto a la cantidad de alimentos a recaudar, sin precedentes en esta zona.

Aguas de Valencia, Premio Bioenergía Oro 2014 por generar energía limpia

El Grupo Aguas de Valencia ha obtenido el Premio Bioenergía Oro 2014, concedido por la Asociación Técnica para la Gestión de Residuos y Medio Ambiente, por su esfuerzo en la generación de energía limpia a partir de aguas residuales y residuos procedentes de la industria agroalimentaria.

El premio se enmarca en la séptima edición de los Premios Bioenergía, organizados y otorgados anualmente por la Asociación Técnica para la Gestión de Residuos y Medio Ambiente con el objetivo de valorar y distinguir el uso de energías renovables provenientes de la biomasa y la utilización de biocombustibles (biodiesel, bioalcohol, o biogás), así como otras instalaciones de valorización energética. En concreto, este reconocimiento premia el esfuerzo de las empresas para estimular los avances tecnológicos y la utilización de instalaciones de producción y valorización de biomasa y otras energías.

Además, da a conocer las acciones ya emprendidas en ese sentido por los municipios y empresas, y, en el caso de Aguas de Valencia, destaca su esfuerzo en incrementar la eficiencia energética de la gestión de los recursos hídricos.

El Grupo Aguas de Valencia ahorró en el último año 12 millones de kilovatios-hora, dejando de emitir a la atmósfera casi 3.000 toneladas de dióxido de carbono. En la actualidad, gestiona más de 360 depuradoras de aguas residuales y garantiza el tratamiento de estas aguas a una población equivalente a 4,7 millones de habitantes.



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