



General Certificate of Secondary Education

Spanish 3697 Short Course

3697/L Listening

Mark Scheme

2007 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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LISTENING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers (English or Target Language)

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or in the target language. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a candidate has given alternatives or additional information in answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2./..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
5. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.

Foundation Tier**Section A**

Question	Key Word/Concept	Accept	Reject	Marks
1	dictionary		vocabulary book	1
2	drawings	pictures, art, images		1
3	first page	front page	front/inside cover first part/section	1
4	learn vocabulary	other appropriate verbs relating to acquisition and application of vocabulary, such as: study, practise, revise, improve, build, search for, look up, etc.	vocabulary (on its own); read the dictionary; speak / look at vocabulary	1
5	last year	a year ago 2006		1

Section B

Question	Key Word/Concept	Accept	Reject	Marks
6i)	F			2
ii)	A			
7	B			1
8i)	B			3
ii)	F			
iii)	D			
9i)	Pablo: C			1
ii)	Gloria: B			1
10	C			1
11	C			1
12	B			1

Question	Key Word/Concept	Accept	Reject	Marks
13i)	<u>Pilar</u> :			
	(preparó) : pollo	poyo	polo, boyo, pojo	1
	(preparará) : pescado	pascado, piscado, etc	biscado	1
ii)	<u>Tomás</u> :			
	(prepara) : ver <u>du</u> ras	berduras		1
14	B			1
15	A			1
16i)	C			1
ii)	A			1
17	E A	in any order		2
			Total marks :	25

Higher Tier**Section A**

Question	Answer	Accept	Reject	Marks
1	C			1
2	A			1
3i)	Pablo : C			1
ii)	Gloria : B			1
4a)	N			1
b)	P			1
c)	P + N			1
d)	P			1
5i)	<u>Pilar</u> : (preparó) : pollo (preparará) : pescado	poyo pascado, piscado, etc	polo, boyo, pojo biscado	1 1
ii)	<u>Tomás</u> : (prepara) : ve_r_du_ras	berduras		1
6i)	A			1
ii)	C			1
7	E A	in any order		2
8	Primera parte: C Segunda parte: B			1 1
9i)	B	(Accidental use of P for B and N for M)		
ii)	B + M			
iii)	B			
iv)	M		4	
10	C			1
11i)	B			
ii)	F			
iii)	D			3

Section B

Question	Answer	Accept	Reject	Marks
12i)	No plus one of: she gets less than her brother (did) <u>when he was her age</u>	her brother got more than she does <u>at the same age</u>		1
(ii)	A			1
13i)	After (finishing) her work experience		When she finishes going to/working in the library	1
ii)	No plus one of: she won't be able to go to her music lessons; it would be a pity to give up her music lessons; it will get in the way of / interfere with / clash with / interrupt her music lessons	he wants her to / he thinks she should carry on with / finish her music lessons; she hasn't got time <i>because of</i> her music lessons <i>Yes</i> plus: <i>but</i> it would be a pity if she gave up her music lessons	she has music lessons; she hasn't got (enough) time for her music lessons	1
14	learn to drive			1
			Total marks :	30