



General Certificate of Secondary Education

Spanish 3691 *Specification A*

3691/R Reading

Mark Scheme

2005 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.

READING 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. Accept
 - T/F/?
 - Target language equivalent as instructed in rubric (eg. V/F/PM or R/F/NT)
 - ✓/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
5. 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.
6. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.

Foundation Tier

Question	Key Word/Concept	Accept	Reject	Marks
1	Friends	Friend		1
2(a)	(i) Science	Computers ICT, IC, IT	Technology Information	1
	(ii) Computing			1
(b)	(i) 13			1
	(ii) 17		1 = 4	
3(a)	Return	Travel agents	{ Ticket agency Booking agency Flight agency ‘Agency’ on its own	1
(b)	(At) a holiday travel } agency			1 = 2
4	Alcohol + Horrible		Droga Alcohol y Drogas Fantásticas / Repetitivas Carretera Consejos Vacaciones Accidents (English spelling on its own)	1
	Telenovelas + Repetitivas			1
	Accidentes + Desagradables			1 = 3

Question	Key Word/Concept	Accept	Reject	Marks
5(a)	C			1
(b)	B			1 = 2
6(a)	Any two of – Fácil, Rica, Sana Deliciosa Rápida	No (es) ni difícil Ni } No } cara Barata	Energética Cara	2
(b)	Fresa(s) Plátano(s)	Banana(s) (<i>South American Spanish</i>) Plántanos	Strawberries	1 1
(c)	Cinco minutos	5 minutos	‘rápida’ on its own ‘5 minutes’	1 = 5
7(a)	B			1
(b)	A			1
(c)	A	3		1
(d)	B			1
(e)	C			1 = 5

Question	Key Word/Concept	Accept	Reject	Marks
8	<p><u>In any order</u></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">B</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">D</div>			
9	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">P</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">P</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">A</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">F</div>			<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1 = 4</p>

Question	Key Word/Concept	Accept	Reject	Marks
10	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">C</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">F</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">B</div>	<p>dirección</p> <p>fecha de nacimiento</p> <p>instituto</p>		<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1 = 3</p>
11	<p><u>In any order</u></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">F</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">G</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">C</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">A</div>			<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1 = 4</p>
			Total Marks:	35

Higher Tier

Question	Key Word/Concept	Accept	Reject	Marks
1 (a)	Raúl	jóvenes + Raúl	'jóvenes' on its own	1
(b)	(es) genial	Genial que leo Genial que leo y por eso		1 = 2
2	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">C</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">A</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">E</div>			1 1 1 = 3
3 (a)	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">B</div>	3		1
(b)	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">A</div>		1	
(c)	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">A</div>		1	
(d)	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">B</div>		1	
(e)	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">C</div>		1 = 5	

Question	Key Word/Concept	Accept	Reject	Marks
4 (a)	Victoria			1
(b)	José			1
(c)	Inés			1 = 3
5	Alcohol + Horrible Telenovelas + Repetitivas Accidentes + Desagradables		Droga Alcohol y Drogas Fantásticas / Repetitivas Carretera Consejos Vacaciones Accidents (English spelling on its own)	1 1 1 = 3
6 (a)	C			1
(b)	A			1
(c)	B			1 = 3
7 (a)	B			1
(b)	C			1 = 2

Question	Key Word/Concept	Accept	Reject	Marks
8	<div data-bbox="365 331 461 427" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">N</div> <div data-bbox="365 435 461 531" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">P</div> <div data-bbox="365 547 488 643" style="border: 1px solid black; padding: 2px;">P + N</div>			<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1 = 3</p>
9	In any order B D			<p style="text-align: center;">1</p> <p style="text-align: center;">1 = 2</p>
10	<div data-bbox="371 887 472 983" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">P</div> <div data-bbox="371 991 472 1086" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">P</div> <div data-bbox="371 1094 472 1190" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">A</div> <div data-bbox="371 1198 472 1294" style="border: 1px solid black; padding: 2px;">F</div>			<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1 = 4</p>

Question	Key Word/Concept	Accept	Reject	Marks				
11(a)	<table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">C</td></tr> <tr><td style="text-align: center;">A</td></tr> <tr><td style="text-align: center;">D</td></tr> <tr><td style="text-align: center;">E</td></tr> </table>	C	A	D	E			1 1 1 1
C								
A								
D								
E								
(b)	B			1				
(c)	C			1 = 6				
12(a)	Sara			1				
(b)	Victor			1				
(c)	Irene			1 = 3				

Question	Key Word/Concept	Accept	Reject	Marks
13(a)	How to $\left\{ \begin{array}{l} \text{get} \\ \text{persuade} \\ \text{convince} \\ \text{explain to} \end{array} \right\}$ his $\left\{ \begin{array}{l} \text{parent(s)} \\ \text{dad} \end{array} \right\}$ to let him $\left\{ \begin{array}{l} \\ \text{he wants to} \end{array} \right\}$ be a chemist.	Dad for parents Parent for parents Let him do chemistry to be a chemist	Tell for persuade References to chemists / medicine / chemistry and references to the parents being the chemist To work in a chemists / in medicine Do chemistry / take chemistry For his parents to let him be a chemist (no verb)	1
(b)	$\left\{ \begin{array}{l} \text{Cured} \\ \text{Stopped} \end{array} \right\}$ $\left\{ \begin{array}{l} \text{dangerous} \\ \text{bad} \end{array} \right\}$ $\left\{ \begin{array}{l} \text{Illnesses} \\ \text{Diseases} \end{array} \right\}$	By finding cures for dangerous diseases Stopping dangerous diseases Cured people of dangerous illnesses Cured illnesses that were thought untreatable	Infections for diseases Cured illnesses Cured ill people / the sick Health problems	1
(c)	$\left\{ \begin{array}{l} \text{Solve} \\ \text{Cure} \\ \text{Stop} \end{array} \right\}$ the problem of $\left\{ \begin{array}{l} \text{hunger} \\ \text{starvation} \\ \text{famine} \end{array} \right\}$	Make sure no-one starves from hunger. Provide solutions to those who are starving Help cure hunger Stop hunger Solve the problem of $\left\{ \begin{array}{l} \text{the hungry} \\ \text{being hungry} \end{array} \right\}$	Help with the problem of hunger References to eating problems/eating disorders Solve eating problems	1 = 3

Question	Key Word/Concept	Accept	Reject	Marks
14	A			1
15(a)	C			1
(b)	<p>No plus :</p> <p>Mum/She does not</p> <p>{ realise } { believe } dad has done the</p> <p>{ vacuuming } { cleaning } { hoovering }</p>	<p>She says she thought it was his turn to do the vacuuming</p> <p>He has done it so fast he hasn't done it properly</p> <p>She says: 'I thought you were going to Hoover today'</p> <p>'I thought it was your turn to Hoover today'</p> <p>She thinks that it looks like he hasn't done the vacuuming</p>	<p>Yes</p> <p>Answer line left blank</p> <p>She hasn't noticed</p> <p>She thinks he was playing around with the Hoover</p> <p>He was playing with the Hoover and didn't do a good job</p> <p>The floor is still dirty</p> <p>He hasn't done a good job</p> <p>She asks him: if he is going to Hoover when he is going to Hoover if he did any Hoovering</p> <p>She says: 'the vacuuming needs doing' 'She could have done a better job herself'</p> <p>She shouts at him and says: 'I thought I told you to do the Hoovering!'</p> <p>References to the boy doing the Hoovering</p> <p>References to playing with the Hoover</p> <p>It looks like he hasn't vacuumed yet</p>	1 = 2
			Total Marks:	45