

Combined Mark Schemes And Report on the Units

June 2005

1928/MS/R/05

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

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Spanish (1928)

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REPORT ON THE UNITS

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Mark Scheme 2381 01/02
June 2005

General Marking Guidelines

Many of the 'exercises' are tested by objective questions (which are answered by means of box-ticking; choosing a letter etc). However, the detailed schemes for each section should be read in conjunction with the following general rules:

- 1 Variants of, or alternative, acceptable answers are separated by an oblique line, e.g. closed/shut.
- 2 Non-essential elements of an answer are quoted within brackets, e.g. (a.m./p.m.)
- 3 Since it is not possible to include all synonyms, paraphrases and variations of wording, examiners must use their professional judgement in assessing answers.

Objective-question exercises:

- 4 Where only one answer is required but more are offered, award no marks (e.g. multiple choice exercises; **see Sec.1, Ex 2**).
- 5 Where the candidate offers more answers than required in the exercise, credit all correct answers and total, but then deduct the number of answers given in excess: this is the candidate's score for the exercise (e.g. see **Sec. 2, Ex. 2**).

Other exercises:

- 6 Candidates are not required to answer in complete sentences.
- 7 Where only one answer is required but more are offered, the first given is marked.
- 8 If the candidate offers *correct information* which is irrelevant to the question set, it is ignored -i.e. do not penalise if it is offered first. Check with tapescript!
- 9 Where more than one item/reason etc is asked for, the spacing for the answer may be set out as:
 - a)
 - b)

In these circumstances, mark the first answer on each line.

If, however, a candidate has written all his/her answers on one line, mark the first X items, where X = the number of items requested.

- 10 Where answers are written one above the other in answer to a single question, the answer on or nearest to the line is to be marked.

Where answers are required in English:

- 11 Answers given in Spanish are wrong unless they are near-cognates, e.g. noviembre.

Where answers are required in Spanish:

- 12 Exercises are to be marked for comprehension of the content only, not for the quality of any target language produced. (See Sec.3, Ex 2, 1st part)
- 13 No credit can be given for answers in English, even if understanding of the Spanish is evident (but see no. 14).
- 14 Accept English spellings if cognates or near-cognates (i.e. a Spanish reader would understand).
- 15 Ignore incorrect tenses if a verb is not required to answer the question.
- 16 Ignore subject and pronoun errors unless the distortion leads to ambiguity in the answer (e.g. using first person rather than third person forms).
- 17 Ignore accent errors unless ambiguity results.
- 18 Ignore gender errors unless ambiguity results.
- 19 Accept singular for plural and vice versa.
- 20 Ignore minor spelling mistakes but, if poor spelling distorts the message being communicated, reject the answer given.
- 21 When in doubt, assume the role of the 'sympathetic Spanish speaker with no knowledge of English'.

SECTION 1

Exercise 1: Questions 1-5

	<u>Accept</u>	<u>Reject</u>
1	café / cafe / caff cafeteria / cafetería bar	
2	10	
3	toilet(s) / bathroom / loo(s) ladies / gents services	service
4	ticket	boarding pass
5	sister	brother

Ejercicio 2: Preguntas 6 - 15

- 6 A
- 7 B
- 8 B
- 9 A
- 10 C
- 11 B
- 12 A
- 13 C
- 14 C
- 15 A

Ejercicio 3: Preguntas 16 - 24

- 16 F
- 17 G
- 18 J
- 19 L
- 20 K
- 21 A
- 22 E
- 23 C
- 24 H

Ejercicio 4: Preguntas 25 - 30

- 25 G
- 26 A
- 27 H
- 28 B
- 29 D
- 30 C

[Total: 30 marks]

SECTION 2

Exercise 1: Questions 1-5

AcceptReject

- | | | |
|---|--|---|
| 1 | attend / go to school / class

didn't / couldn't go to school | go to class on time |
| 2 | he always goes to / is at school

never away / absent from school / class(es)

never (misses) school / class(es) | |
| 3 | fell / came off (his) bike

had an accident on (his) bike

crashed (his) bike | had an accident

hit when on (his) bike

knocked off (his) bike |
| 4 | yesterday | |
| 5 | sell the / his / Miguel's bike

sell it | take his bike away

sell |

Ejercicio 2: Preguntas 6 - 14

6 G
8 E
10 A
12 D
14 B

7 H
9 N
11 L
13 K

Ejercicio 3: Preguntas 15 - 20

15 G
16 A
17 H
18 D
19 B
20 C

[Total: 20 marks]

SECTION 3

Ejercicio 1: Preguntas 1 - 10

- 1 G
- 2 M
- 3 L
- 4 A
- 5 E
- 6 C
- 7 J
- 8 B
- 9 H
- 10 D

Ejercicio 2: Preguntas 11 - 15

	<u>Accept</u>	<u>Reject</u>
11	sierra / cierra / montaña(s) sierra / ciera pista(s) de esquí	pista(s) / seria esquí / nieve

NB credit *sierra* etc if it appears in no. 12 if mark not scored in no. 11 – place tick against no. 11

- 12 Navidades / diciembre / fin del año
invierno
- 13 comida
- 14 gente / personas / turistas
gentes
- 15 apartamento / piso
hotel

Ejercicio 3: Preguntas 16 - 20

- 16 A
- 17 C
- 18 B
- 19 B
- 20 C

Ejercicio 4: Preguntas 21 - 25

- 21 A
- 22 A
- 23 B
- 24 A
- 25 B

Exercise 5 Questions 26 - 30

	<u>Accept</u>	<u>Reject</u>
26	<p>poor (state of) sports centre / facilities / sports hall</p> <p>poor condition / standard of sports centre</p> <p>lack of good sports centre / facilities</p> <p>lack of facilities in the sports hall</p>	<p>no sports centre / facilities</p> <p>(to) protest</p>
27	<p>meet / see the students</p> <p>talk / listen to the students</p> <p>co-operate / give way to their demands</p>	
28	<p>(good / better) lifestyle</p> <p>quality / standard of life</p> <p>healthy / healthier life</p>	<p>standard of living</p>
29	<p>(because) they are not taxpayers</p> <p>(because) they do not pay taxes</p> <p>they don't foot the bill</p> <p>they don't pay / they don't have to pay</p>	
30	<p>(they) support the students</p> <p>supportive of the students</p> <p>(they are) in favour of the students' action</p> <p>agree with the students / with the protest</p> <p>approve of their / the students' action</p>	<p>they agree</p>

[Total: 30 marks]

Mark Scheme 2382 01/02
June 2005

1.1 SCHEME OF ASSESSMENT

Foundation Tier		Marks
Section 1 Role Play	Communication	8
Section 2 Role Play	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
Total		50

Higher Tier		Marks
Section 2 Role Play	Communication	8
Section 3 Narrative RP	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
Total		50

Section 1 Role Play, 4 items, marked 2, 1, 0

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner Incorrect use of the 'you' form overlooked at this level.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
0	Candidate fails to communicate the message or is fed the answer by the examiner

Section 2 Role Play, 4 items, marked 2, 1, 0

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
0	Candidate fails to communicate the message or is fed the answer by the examiner

Section 3 Narrative Role Play

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7/6	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
5/4	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
3/2	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency
1/0	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a 'best fit' exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

Presentation – Communication**4 marks**

4	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
3	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
2	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
1	Performance needs considerable examiner assistance to elicit material.
0	Absolutely nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 3 marks

Discussion of Presentation and Conversation – Communication**10 marks**

10	Mature Discussion of the Presentation. Both Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
9/8	Discussion of the Presentation and both Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
7/6	Discusses the Presentation reasonably well. Develops both Conversation topics reasonably well OR has one strong and one weak topic. Expresses opinions. Communicates clearly, despite errors.
5/4	Discussion of the Presentation pedestrian, with the examiner leading questioning a good deal. Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
3/2	Discussion of the Presentation laboured, with the examiner doing most of the work. Conversation topics only work with considerable input from the examiner, and generally only understands simple questions when they are rephrased. Only some points clearly communicated, and many errors.
1/0	Little or nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 7 marks

Linguistic quality – covers the whole examination except the Presentation 20 marks

20/19	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
18/17/16	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
15/14	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
13/12/11	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
10/9	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times
8/7	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
1/0	Little or nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 13 marks

Mark Scheme 2383 01/02
June 2005

Section 1**Exercise 1**

- 1 G
- 2 C
- 3 A
- 4 B
- 5 F

Exercise 2

- 6 E
- 7 G
- 8 H
- 9 C
- 10 B
- 11 A

Exercise 3

- 12 C
- 13 A
- 14 B
- 15 C
- 16 A
- 17 C
- 18 A

Exercise 4

- 19 B
- 20 C
- 21 A
- 22 A
- 23 C
- 24 B

Exercise 5

- 25 B
- 26 H
- 27 E
- 28 A
- 29 G
- 30 C

Section 2**Exercise 1**

1	5
2	10
3	3
4	11
5	6
6	4
7	8
8	12

Exercise 2

NB expresarse can score in both 9 and 11

9	expresarse
10	niño
11	conocer/expresarse
12	máximo
13	consecutivos
14	actividades
15	aprende/comprar

Exercise 3

C E H L M

Section 3**Exercise 1**

- 1 L
- 2 B
- 3 G
- 4 A
- 5 E
- 6 H
- 7 C
- 8 D

Exercise 2

- 9 E
- 10 G
- 11 H
- 12 C
- 13 B
- 14 J
- 15 K
- 16 A
- 17 D
- 18 L

Exercise 3**ACCEPT****REJECT****19**

4 segundos (menos)
 Carlos - 4 segundos(menos de lo que hizo Luis)
 La diferencia – 4 segundos

Any other lift situation
 unless they build a correct
 sentence e.g Corrió la distancia etc

20**NO LIFT**

(tres) operaciones /(y una larga lista de) lesiones
 either scores

tras etc

21**NO LIFT**

España/español(a)

colores de España/equipo nacional

22

Can lift from sufrió...
 un dolor de tobillo (must mention dolor and tobillo)

OR

No podía/pudo correr

no correr

OR

Dejó de entrenar

Dejé de entrenarme

23**NO LIFT**

(una dieta de)zumo (de zanahoria)

zumo de naranja
 zanahoria

24

(se) aprende (mucho)

Can lift from cuando but not from además

25**NO LIFT**

(su) talento

es talento
 el suyo

Exercise 4**ACCEPT****REJECT****26**

She made friends
Spanish nice and she made friends DNI

has /had friends
locals were nice
Friends tc

27

She became pregnant/It suited her family life
She could adapt work to her family

had her first son (but DNI)
embarrassed

28

She exhibited/displayed/showed her collection/jewels
(Her first) exhibition/display

(first not required, jewels not required)

exposed/exposition/advertised
collection tc

29

anytime/all hours/everyday
in many situations(DNI) at any time
any/all occasions
whatever time
all the time

for many occasions

30

(always) works with people with whom she gets on
/likes/friendly/nice people

makes sure she gets on with people

Mark Scheme 2384 01/02
June 2005

WRITING PAPER MARK SCHEME**GCSE FRENCH (2354)/GERMAN (2364)/GUJARATI (2374)/SPANISH (2384)****Foundation Tier Scheme of Assessment****Section 1**

Exercise 1	8 marks (Communication 8)
Exercise 2	9 marks (Communication 6; Accuracy 3)
Exercise 3	13 marks (Communication 6; Q of L 7)
Total for Communication	20 marks
Total for Quality of Language and Accuracy	10 marks

Total for Section 1 30 marks**Section 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
Total for Section 2	20 marks
Total for Foundation Tier	50 marks

Section 1**Exercise 1 List 8 marks**

8 items each marked 1 for communication

Mark for communication using the principle "If in doubt, sound it out".

Allow cognates. Do not allow languages other than the target language.

**Exercise 2 Manipulation of language in response to verbal or visual stimuli
[Total 9 marks]****Communication 6 marks**

(one mark per recognisable lexical item)

Accuracy 3 marks

3 marks at least 5 items written accurately

2 marks at least 3 items written accurately

1 mark at least 1 item written accurately

Exercise 3 Simple connected writing (message, email, fax, postcard)**[Total: 13 marks]****Communication****6 marks**

6/5 Meets all or most of the requirements set

4/3 Some omissions in fulfilling task

2/1 Only very intermittent response to task

0 Fails to respond to task set

Quality of Language**7 marks**

6-7 Basic range of vocabulary and structure.
 Effective for a variety of straightforward messages
 Some awareness of verb usage, with limited success.
 The writing is sufficiently accurate to enable a clear message to be conveyed.

4-5 Restricted range of vocabulary.
 Short sentences succeed in communicating simple points.
 Despite regular errors, the writing often conveys a clear message.

2-3 Individual vocabulary items or short phrases.

0-1 The language conveys little or no message.

Section 1

Communication	20 marks
Quality of Language & Accuracy	10 marks

Total for Section 1**30 marks**

Section 2**Communication****10 marks**

- 8-10 All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively,
including past, present and future events where required by the task.
- 5-7 The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.
- 2-4 The main points of the task and occasional additional details are
communicated in sentence form.
- 1 The main points of the task are communicated in short sentences.
- 0 Little or nothing of merit. Much ambiguity and omission. Only sporadically
comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of Language**6 marks**

- 5-6 Limited range of vocabulary, idiom and structure.
Appropriate register used.
The style of writing is basic but reasonably coherent.
Past, present and future tenses used at a basic level.
- 3-4 A basic range of vocabulary, idiom and structure.
Sentences may be repetitive but are often successful.
Some limited attempt at the use of more than one tense.
- 1-2 Basic range of vocabulary and structure.
Effective for a variety of straightforward messages
Some awareness of verb usage, with limited success.
- 0 Nothing of merit at this level.

Accuracy**4 marks**

- 3-4 There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
- 1-2 Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
- 0 Insufficient accurate language to convey the meanings.

Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
Total for Section 2	20 marks

Higher Tier Scheme of Assessment**Section 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
Total for Section 2	20 marks

Section 3

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks
Total for Section 2	30 marks
Total for Higher Tier	50 marks

Section 2**Communication****10 marks**

- 8-10 All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 5-7 The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.
- 2-4 The main points of the task and occasional additional details are communicated in sentence form.
- 1 The main points of the task are communicated in short sentences.
- 0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, “continuous present tenses”, which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of Language**6 marks**

- 5-6 Limited range of vocabulary, idiom and structure.
Appropriate register used.
The style of writing is basic but reasonably coherent.
Past, present and future tenses used at a basic level.
- 3-4 A basic range of vocabulary, idiom and structure.
Sentences may be repetitive but are often successful.
Some limited attempt at the use of more than one tense.
- 1-2 Basic range of vocabulary and structure.
Effective for a variety of straightforward messages
Some awareness of verb usage, with limited success.
- 0 Nothing of merit at this level.

Accuracy**4 marks**

- 3-4 There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
- 1-2 Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
- 0 Insufficient accurate language to convey the meanings.

Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

Total for Section 2 20 marks

Section 3**Communication****10 marks**

- 9-10 Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.
Communicates and justifies a range of ideas and points of view.
Communicates in longer sequences, giving detailed descriptions.
Coherent, pleasant to read.
Highly creative and imaginative writing, where appropriate.
- 7-8 Communicates and expands on information and narrates events factually and/or imaginatively.
Communicates and justifies ideas and points of view.
Communicates in longer sequences, giving descriptions.
Creative and imaginative writing, where appropriate.
- 5-6 All the points of the task are communicated in some detail.
Communicates personal opinions in some detail.
Communicates a very clear message in factual and/or imaginative writing.
- 3-4 All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 1-2 The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.
- 0 Much ambiguity and omission. Only sporadically comprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, “continuous present tenses”, which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of Language**14 marks**

- 12-14 A wide variety of structure, vocabulary and idiom.
Longer sequences of language using a wide range of clause types.
Verb tenses used with ease.
Secure, consistent and very fluent.
- 9-11 A good variety of structure, vocabulary and idiom.
Longer sequences of language using a range of clause types.
Verb tenses used with confidence.
Fluent and consistent with a degree of control.
Style appropriate to the purpose.
- 6-8 A range of structure, vocabulary and idiom.
Some variety of clause types, e.g. subordinate clauses.
Verb tenses used effectively but with limitations.
Fairly fluent with some degree of control.
- 3-5 Limited range of vocabulary, idiom and structure.
Appropriate register used.
The style of writing is basic but reasonably coherent.
Past, present and future tenses used at a basic level.
- 1-2 A basic range of vocabulary, idiom and structure.
Sentences may be repetitive but are often successful.
Some limited attempt at the use of more than one tense.
- 0 The language conveys little or no message.

Accuracy**6 marks**

- 6 The overall impression is one of accuracy, with very few major errors.
- 4-5 Writing is generally accurate. Errors do not significantly affect the meanings.
- 2-3 Inaccuracy does not impede the expression of a range of meanings.
- 1 The writing is sufficiently accurate to enable a clear message to be conveyed.
- 0 Insufficient accurate language to convey the meanings.

Section 3

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks
Total for Section 3	30 marks
Total for Higher Tier	50 marks

EXAMPLES OF ACCEPTABLE ANSWERS

SPANISH (2384 01/02)

The responses below do not list required answers for the paper but are exemplars which illustrate the principles of the Mark Scheme.

SECTION 1

Exercise 1

ACCEPTABLE

UNACCEPTABLE

1. Words must be in Spanish...
 limonada
 ...or may be identically spelt English words, having the same meaning in Spanish...
 chocolate
 pizza
 Fanta
2. Words must be relevant within the meaning of the question, i.e. they must be **items that could be taken on a picnic** (and they do not need to be confined to those illustrated on the question paper)...
 queso
 tenedor
3. Word(s) given as the Example for the question are not acceptable...
4. Words must be written such that they would be comprehensible to a sympathetic native speaker of Spanish...
 teinda
 ... or, if not immediately comprehensible on the page, if they would **sound** like a Spanish word on being read aloud by the sympathetic native speaker...
 bino
5. Words are not invalidated by erroneous additional material...
 Los pan
 Vino rosé
6. Words are not invalidated by erroneous accentuation...
 La platano
 Manzaña
7. Listed, repetitive words, concepts or phrases are acceptable as follows...
 When a generic word has a specific exemplar, both are accepted...
 Fanta (✓)
 Fanta de naranja (✓)
 When a list of specific exemplars is given, the generic is not accepted
 Fanta de naranja (✓)
 Fanta (X)
 Fanta de limón (✓)
 Fanta de piña (✓)

Exercise 2

COMMUNICATION

ACCEPTABLE

UNACCEPTABLE

8. Nouns, verbs and phrases must be relevant within the meaning of the question, i.e. they must capture the idea of the picture - respond to the spirit of the **visual** stimulus - but do not have to respond to the grammatical stimulus...
- | | | |
|-------|------------------------------|--------------------------------|
| No. 1 | (hace) sol
lluevo | frio |
| No. 2 | natación
Nadar
piscina | cantar
naranja |
| No. 3 | lluevo
lloviendo | llave
calor |
| No. 4 | veo la tele
mirar la tele | ver
parque |
| No. 5 | (Hace) cinco
Esta frío | cinco |
| No. 6 | juego
Practicar el futbol | jugar a video-juegos
mi tia |
9. Words are not invalidated by erroneous additional material, provided it does not obscure the meaning...
- | | | |
|-------|--------------------------------|---------------------------|
| No. 1 | calor y sol | calor y niebla |
| No. 2 | nade con Julia | yo hacer nada |
| No. 3 | lluvia por la noche | salgo lluevo |
| No. 4 | ver telenovela Eastenders | ver y leer novelas |
| No. 5 | hacer frio temperatura cinco | hacer temperatura pequena |
| No. 6 | Juego en el parque cerca de mi | jugar y tomar sol |
10. Repetition of words or phrases is not acceptable. Whilst it could be argued that *practicar deportes* will fit Nos. 2 and 6, when the same word or phrase is used more than once, it is credited only on its first appearance.

QUALITY

ACCEPTABLE

UNACCEPTABLE

11. "Plus" marks for Quality are awarded for items where the Communication mark has been awarded. They are awarded when the word or phrase is correct from the points of view of grammar and spelling.

Exercise 3

COMMUNICATION

ACCEPTABLE

UNACCEPTABLE

12. The Candidate must convey fully the meaning cued by each stimulus, using a note, phrase or sentence, i.e. the idea(s)/concept(s) of the stimulus must be communicated (without having to show grammatical accuracy)...
- | | | |
|-------|-----------------------------------|--------------------------|
| No. 1 | Yo viaje en autobus al colegio | Viajar en coche |
| No. 2 | Me gusto historia | Historia |
| No. 3 | Mr Evans es grande/mi profesor... | Es alto |
| No. 4 | Como a las 12/3/6 ... | Comida a las 2 |
| No. 5 | Como en la clase... | La cantina es muy grande |
| No. 6 | A las 4 juego el cricket ... | Juego |
| | Despues de clases voy casa ... | En casa la tele |
| | En la tarde veo la tele ... | |
13. Answers are not invalidated by erroneous additional material, provided it does not obscure the meaning...
- | | | |
|-------|---------------------------------|-----------------------------|
| No. 1 | Voy en autobus con Andrea | Voy del colegio en autocar |
| No. 3 | Profe es grande ojos azules... | Ella pelos azules |
| No. 6 | A las 3 voy a casa en coche ... | Antes el colegio voy a casa |
14. Repetitions are acceptable. However, because the demands of the different Tasks are varied, provided the Candidate conveys the different meanings, a repetition would not matter...
- Desayuno a la 1*
Desayuno en la cantina.
15. Combining tasks using the same initial verb is acceptable – and not necessarily on the same line. For example, Tasks 4 and 5 could be run together:
- Desayuno a las 1*
en la cantina.

QUALITY

16. IN THE 6 -7 BAND Candidate responses would be expected to be sentences, and some of the verbs will be correct...
- Viajo al instituto*
The word order will tend to be correct...
Me gusta el inglés
Spelling errors will be unlikely to affect the basic communication...
Desayuno en la cantena
There may be attempts at linkages...
En la tarde jugo al tennis y veo la tele
17. IN THE 4 -5 BAND some responses may be sentences, and a few of the verbs will be correct (even if in the wrong tense)...
- Toco guitarra*
Comí en el patio
The word order will tend to be uncertain...
Mi espanol profesor
Spelling errors will affect the communication...
Con mi armeega
18. IN THE 2 -3 BAND responses will tend to be notes or phrases ...
- Colegio bus*
The word order will be Anglicised...
Favorita asignature es teatro
Spelling errors will seriously affect the communication...
Depuse collegio voya centre sports

SECTION 2

COMMUNICATION

The Candidate must try to respond relevantly and successfully in Spanish to each of the Tasks set. The Examiner places a capital letter T in the left-hand margin of the script to indicate where the Candidate has successfully responded to each Task.

When deciding on an appropriate mark-band for Communication, the Examiner must bear in mind the extent to which the Candidate has achieved communication in the different tasks. Examples of differential success are ...

ACCEPTABLE COMMUNICATION	PARTIAL COMMUNICATION
19. Where the task is in two parts, both must be addressed... Q2,t1 <i>El novio James es alto y muy guapo pero la novia Anne es baja.</i>	<i>El novio James es alto, guapo y muy simpático.</i>
20. The tense of the verb must be logical as required by the task... Q2,t3 <i>Me gusta una falda amarilla y una falda para la boda.</i>	<i>Me gusta una falda amarilla y compraré compré una falda para la boda.</i>
21. Provided the other information in a task is correct, a task is acceptably completed when it contains a verb that indicates an appropriate tense... Q1,t3 <i>He perdía mi cartera...</i> Q2,t2 <i>Yo fue a casa de una amiga... Mi amigo bebido una Fanta...</i>	<i>Perdiare mi dinero... Yo ir a casa de mi amiga... Ella bebiendo la agua mineral...</i>
22. Future time frames or time references are acceptable in a variety of forms... <i>Iré de vacaciones. Mañana salgo con Merche.</i> q2,t2 <i>En julio voy a una boda..</i> Q1,t4 <i>Quiero/me gustaría ir a Londres Espero/tengo la intención de ir a Londres.</i>	<i>Iría de vacaciones. Salgo con Merche, mi novia. Voy a una boda con mi familia. Quiero voy a Londres. Espero visité Londres</i>
23. An important element in the Communication criteria (top band) is the Candidate's ability to express an opinion. The annotation here is that "O" represents successful communication and "O-", unsuccessful...	
SUCCESSFUL COMMUNICATION	ATTEMPTED BUT UN- SUCCESSFUL COMMUNICATION
Q1,t2 <i>Era demasiado difícil.</i> Q2,t3 <i>Me no gustan los tejanos.</i>	<i>Me gusto el trabajo... La camisas es abbridas</i>

QUALITY

24. A vital element in the Quality criteria is the Candidate's ability to use verb tense. In order to qualify for the top band (5-6 marks) the Candidate must include at least one **correct** example of each of the three time frames: past, present and future. **THE CANDIDATE WHO DOES NOT DO THIS MAY NOT SCORE MORE THAN 4 MARKS FOR "QUALITY"**. This hurdle does not also apply to the Candidate's score in "Communication". Tenses are classified in the same way as Opinions (See 22 above): the Examiner places a "P", "P-", "F" or "F-" in the right-hand margin...

SUCCESSFUL

Q1,t2 *Ayer limpiamos la casa...*

Q1,t4 *Voy a visitar...*

ATTEMPTED BUT UNSUCCESSFUL

Ayer, primero hacemos las camas...

A las 6 pasabamos la aspirador.

Voy a visité...

NOTE that such examples may be acceptable for **Communication** (see 20 and 21 above) but they are not correct and so are not successful in terms of the **Quality** criteria.

SECTION 3

The Examiner further annotates scripts in the right-hand margin to record other features relevant to "Quality". These are a guide when choosing the appropriate mark-band for a piece of work. Some effective, acceptable examples are...

25. **C** - Subordinate clause. This is where the Candidate uses clauses introduced by words such as ...
Quando, que, donde, mientras que, puesto que, el/lo que lo bueno es que...etc.
26. **J** - Justification. The Candidate explains the reason for an opinion, feeling or point of view...
No me gustó el trabajo porque tuve que levantarme muy temprana.
Las personas no eran simpáticas, así que no me gustaría volver allí
27. **L** - "Lovely" lexical item. The Candidate relevantly uses a word which is effective and out of the ordinary.
28. **T** - Tense. The Candidate shows the ability to employ more complex tense usage...
Vi que había perdido mi reloj...
Mis padres dijeron que no estaban contentos...
Hacía calor, así que fui a la playa...
Si tuviera tiempo, ...
28. **V** - Verbal construction. The Candidate uses more than the simple form of the verb...
No puedo empezar ahora...
Acababa de llegar...
Salieron corriendo...
Después de llegar, ...

Mark Scheme 2386
June 2005

6 **WRITTEN COURSEWORK MARK SCHEME FOR GCSE FRENCH (2356)/GERMAN (2366)/GUJARATI (2376)/SPANISH (2386)**

Scheme of Assessment

Communication	10 marks
Quality of language	20 marks
Total (per item)	30 marks per item
Overall Total (3 items @ 30 marks each)	90 marks in total

Communication **10 marks (per item)**

- 10** Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.
Communicates and justifies a range of ideas and points of view. Communicates in longer sequences, giving detailed descriptions.
Coherent, pleasant to read.
Ideas and points of view freely expressed and justified.
Clear evidence of research, where appropriate.
Highly creative and imaginative writing, where appropriate.
- 9** Communicates and expands on information and narrates events factually and/or imaginatively.
Communicates and justifies ideas and points of view.
Communicates in longer sequences, giving descriptions.
Ideas and points of view expressed and justified.
Evidence of research, where appropriate.
Creative and imaginative writing, where appropriate.
- 8** All the points of the task are communicated in some detail. Communicates personal opinions in some detail.
Communicates a very clear message in factual and/or imaginative writing. Some ideas and points of view expressed with occasional justification. Some evidence of research, where appropriate.
- 7** All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
Personal opinions expressed.
Some limited evidence of research, where appropriate.
- 6** The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.

- 5** The main points of the task and occasional additional details are communicated in sentence form.
- 4** The main points of the task are communicated in short sentences.
- 3** Communicates some basic information but not in sentence form. Only some of the main points of the task are communicated.
- 2-0** Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

NOTES

The setting of sub-tasks is at the teacher's discretion. If no sub-tasks are set, candidates wishing to achieve high marks will either produce their own structure or write with creativity and imagination.

To achieve a mark of 7 or more, candidates have to cover all three tenses in the three items of coursework submitted, taken together.

Teachers should bear in mind the length guidelines in awarding communication marks. Length is flexible in individual items, however

- to achieve 8 or better in an individual item, the candidate should produce 400-500 words
in the three items submitted, taken together.
- to achieve 6 or better in an individual item, the candidate should produce 250-400 words
in the three items submitted, taken together.
- to achieve 4 or better in an individual item, the candidate should produce 100-250 words
in the three items submitted, taken together.
- to achieve 3 or better in an individual item, the candidate should produce 50-100 words
in the three items submitted, taken together.

For the early items of coursework, teachers are recommended to make a best estimate of the Communication mark. This mark may need to be re-assessed when the final three pieces of coursework are selected for final assessment. At this stage an overall picture will have emerged with regard to *tenses* used in the three pieces of coursework, *coverage* of the contexts and *length* of the three pieces taken together.

OVERALL ASSESSMENT OF LINGUISTIC QUALITY

Quality of Language	20 marks (per item)
20-19	A wide variety of structure, vocabulary and idiom. Longer sequences of language using a wide range of clause types. Verb tenses used with ease. The overall impression is one of accuracy. Secure, consistent and very fluent.
18-17	A good variety of structure, vocabulary and idiom. Longer sequences of language using a range of clause types. Verb tenses used with confidence. Fluent with a degree of control and with very few major errors. Style appropriate to the purpose.
16-15	A range of structure, vocabulary and idiom. Some variety of clause types, e.g. subordinate clauses. Verb tenses used effectively but with limitations. Inaccuracy does not impede the expression of a range of meanings. Fairly fluent with some degree of control.
14-13	Limited range of vocabulary, idiom and structure. Appropriate register used. The writing is basic but reasonably coherent. Sufficiently accurate to enable a clear message to be conveyed. Past, present and future tenses used at a basic level.
12-11	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Despite regular errors, the writing often conveys a clear message. Some limited attempt at the use of more than one tense.
10-9	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
8-6	Restricted range of vocabulary. Short sentences succeed in communicating simple points.
5-3	Individual vocabulary items or short phrases. Very simple, occasionally successful, but with frequent errors obscuring comprehension.
2-0	Little or nothing of merit.

The occasional word or phrase may be correct but the piece lacks structure or relies on inappropriate copying.

Report on the Units

June 2005

2381/01 & 02 Spanish Listening

General Comments

A number of examiners commented again this year that candidate annotations showed that many candidates had usefully employed the five minutes' reading time before the start of the tape in order to familiarise themselves with the paper.

Very few infringements of rubrics were reported. A seemingly perennial problem, however, is that of alterations to answers in the objective-test exercises. Candidates continue to superimpose one letter on another and this continues to create a problem for examiners to interpret the intended final answer. The need for clarity is essential. Teachers are advised to inform their candidates that it is preferable to cross out the first answer and write the new one alongside the box where it can be clearly identified.

Comments on individual questions

Section 1 (Foundation Tier only)

In the first exercise, questions 1 and 2 were correctly answered by almost all candidates. Question 3 posed no problem for most and Question 5 was frequently correct too although, in the latter case, those who had not listened very carefully suggested '*brother*'; a wide range of other incorrect relatives was also cited. Question 4 stood out as the most difficult, with many candidates not understanding *billete*. Given the context, '*bag*'; '*suitcase*' and '*purse*' were the items commonly offered instead.

In Exercise 2, a number of candidates received full marks and a score of nine was common, with very few scoring below seven. The one item which was widely unrecognised was *cuchillo* in question 9.

A range of marks emerged in exercise 3. *Castillo*, in question 16, was well known and questions 20 and 21 were generally correctly answered. C/D candidates tended to score also on questions 17 – 19, but questions 22 - 24 proved to be more difficult, with *comisaría*; *ayuntamiento* and *Plaza Mayor* not commonly recognised.

In exercise 4, apart from the item in the example, only one room was mentioned by name; others were alluded to by the activities which might take place in them. Questions 25 and 30 were the most commonly correct. A pleasing number of candidates demonstrated the greater skill required, beyond that of simply matching vocabulary heard with an icon, and scored full or almost full marks in this exercise.

Section 2 (Foundation and Higher Tier)

Foundation Tier candidates found this exercise fairly testing, whilst Higher Tier candidates found it fairly straightforward. Questions 1 and 4 were the most frequently correct and Question 3 was often well expressed. Surprisingly, in question 5, *vender* was often overlooked or not understood, as it regularly failed to feature in the responses given. Many candidates' answers were not specific enough to earn the mark: '*get rid of his bike*' was often given. Most marks were lost in question 2, where candidates opted for a more censorious answer, such as '*you shouldn't miss classes*', rather than mentioning Miguel's excellent attendance record.

Report on the Units taken in June 2005

In Exercise 2, high scores were common amongst Higher Tier and better Foundation Tier candidates. Some weaker Foundation Tier candidates found the *Motivo* questions easier. Letter F (for *bombero*) was often given in number 6, rather than the correct G (*cartero*) and the correct letters for numbers 7 and 11 were sometimes transposed.

Foundation Tier candidates found exercise 3 more challenging but there was no obvious pattern of incorrect responses discernible.

Section 3 (Higher Tier only)

Questions 1; 5; 6 and 7 were the best-answered in exercise 1. On a few occasions, the notes written by candidates alongside the Spanish options revealed complete misunderstandings of some of the adjectives listed.

Exercise 2, requiring responses in Spanish, produced a spread of marks. Candidates tended to answer correctly in questions 13 and 15. Some offered *aparcamiento* in number 15, rather than *apartamento* which they had heard. Weaker candidates offered *hotel*, which also featured on the tape, thereby demonstrating their misunderstanding of the import of the utterance as a whole. In question 14, *pistas* was a common incorrect answer, candidates having only understood part of the necessary utterance. Examiners again lamented the standard of spelling.

Better candidates had few problems in Exercises 3 and 4 but others found these more demanding. Questions 19 and 20 were the most testing in Exercise 3 but quite a number of candidates also found the comparison required in question 17 too difficult. In Exercise 4, *tenía celos* was not known by many and some could not understand enough of the story to choose accurately between the options given in question 21.

Exercise 5 required responses in English and, since it was aimed at testing material of grade A* standard, the weakest candidates scored low or no marks. The most problematic of the vocabulary items were *pidieron cita*; *se negó* and *impuestos*, making questions 27 and 29 the most difficult. Some candidates believed that *el tráfico* was the key to the exercise and supplied a number of answers supporting this incorrect premise, going on to mention '*pollution*', for example, in answer to question 28. Others fashioned answers on themes which might attract demonstrations, for example, animal rights. Having heard *manifestación*, some candidates referred to '*manifesto*' in questions 26 or 27. In question 26, imprecision in responses often deprived candidates of a mark: some mentioned the sports centre or facilities but did not refer to *mal estado*. In question 28, *llevar una vida sana* was well recognised and *apoyan*, for question 30, was understood by a fair number although others suggested condemnation of the students' actions.

2382/01& 02 & 2385/01 & 02 Spanish Speaking

General Comments

The paper was considered a suitable and fair examination and an appropriate test for the whole ability range.

Examiners reported that, almost without exception, candidates were very well prepared. As in previous years, a small number should have been entered for Foundation rather than Higher Tier but, overall, there were some excellent performances in both Tiers.

Once again, teachers are to be congratulated on their patience and sympathetic handling of their students and their skill in eliciting proficient demonstrations of their students' ability. The administration of the tests and the completion of the mark sheets were mostly handled efficiently but some teachers need to check the advice contained at the beginning of the Teacher's Booklet regarding administration procedures and, especially, achieving optimum recording quality. Poor quality recordings, although fortunately not too numerous, present a major problem to examiners and may prejudice a candidate's final score. Examiners this year commented frequently on the relative inaudibility of candidates where the microphone has been positioned closer to the teacher.

Timing was commented upon widely by examiners. Exceeding time allocations is more common than not giving the candidate enough time but both are counter to the spirit of the examination and neither benefit the candidate. Examiners particularly noted that long tests led to candidate and teacher fatigue, as individuals were put under continued pressure. There is rarely, if ever, any improvement in marks as a result of the prolonging of, for example, the General Conversation. The timings of individual sections of the speaking test are laid out in the Teacher's Booklet and should be observed. Where a candidate genuinely struggles to sustain his part in a particular section of the examination, it is appropriate to curtail this but marks are adjusted accordingly, since the candidate has not met the requirements of the test. However, it must be said that some excellent practice was evident, with teachers doing their best to adhere to time allocations.

Mispronunciation of individual sounds and placing the stress on incorrect syllables can both deprive candidates of marks. The most common pronunciation errors occur with the /X/ sound as in *jardín*; *gente* and *colegio*. The intrusion of the /h/, in words such as *hermano*, or the /w/ sound, which results in *quiero* becoming *qüiero*, are also problematic. This year the non-existent *gañar* (where *ganar* is intended) was again in evidence. Pronunciation suffers particularly in the Presentation section where, in an effort to commit their Presentation to memory, some candidates over-rehearse and produce a garbled version, the intonation pattern of which leads the listener to believe that the candidate does not understand what he is trying to convey.

Centres are reminded that they will each receive an individual report written by the examiner who marked their speaking tests. This contains valuable feedback on a centre's performance and advice, where appropriate, on improving candidates' marks. Teachers are encouraged to consider the comments contained therein.

Comments on individual questions

Section 1 role-plays

Full marks were commonly awarded with most items well known by candidates. In the restaurant role play, some candidates could not produce *mesa* and resorted in some cases to *tabla*. An English rendering of *menú* was not rewarded but an attempt at the Spanish version received credit. If candidates chose to order chicken as their main course dish, *pollo* was required; no credit was given for *polo* as this has a different meaning. In the situation requiring mention of a part-time job, some candidates did not take full account of the rubrics. *Pub*, for example, received only one mark of the two possible. Pronunciation of *pie*, if given as the means of getting to work in the same role play, was sometimes accurate and sometimes anglicised. In the role play where candidates needed to give directions, the main problems were the pronunciation of *lejos* and the frequent omission of *de nada*, or valid alternatives. A few candidates, presumably because they could not remember *lejos*, intelligently offered *no cerca*. Pronunciation was again the main obstacle in the fourth role play with *veinte* often rendered as *viente* and *litros* sometimes given as in the English. A further weakness was some candidates' failure to convey 'nothing else', suggesting that it was not in their repertoire.

Section 2 role-plays

As is to be expected, the past tense item was a significant element of differentiation. Higher Tier candidates tend to deal better with this than most Foundation Tier candidates. Most can produce *fui* but difficulty with generating first person singular verb forms in the preterite tense of common, regular verbs indicated a limited ability to manipulate the language. *Nadé* and *visité* were such items. Less able candidates tend to proffer the infinitive.

This year, utterances which required the candidate to link a finite verb form to an infinitive were better produced than in 2004. However, some candidates, faced with conveying the wish to speak to the manager in the Chilean hotel situation, did not recognise the need to use *me gustaría* and offered instead *me gusta* ..

In the role play about a language course, weaker candidates demonstrated the common confusion between the language and the country, with *Quiero estudiar España* quite common. Teachers are reminded at this point that, at any stage in the examination, they can gently query a slip without prejudicing the marks available. Guidance on this is given in the Teacher's Booklet, both in the mark grids (reference to 'little assistance' and 'considerable assistance') and in the section on Prompting. Teachers' knowledge of their individual students' ability obviously is a factor in deciding the advisability of interrupting the flow of a role play. Of the elements which students prepared before entering the examination room, other details which were not always error-free were, in the hotel role play, a satisfactory rendering of 'manager'; the pronunciation of *ducha* (often given as *duche*, perhaps influenced by the French *douche*) and a rendering of 'doesn't work' (*no trabaja* rather than *no funciona*); 'yesterday' (*el día pasado*), in the hobbies role play; and, in the travel agent's role play, 'London' given in the English, although the latter was not penalised.

Teachers are reminded that their cues given in Sections 1 and 2 role-plays should not be varied. Once the cue is changed, the maximum mark available is 1, since it is deemed that the teacher is attempting to give the candidate extra assistance. (However this case is not to be confused with that mentioned earlier of a teacher seeking clarification or attempting to elicit part of an utterance which a candidate has omitted. Please see the section on Prompting contained in the Teacher's Booklet). The unprepared question is the item with which teachers must be particularly careful in this regard. It is only worth sacrificing a mark if the teacher believes that a candidate, who has **already** not understood the cue as printed, may respond more fruitfully to a slightly varied cue. Changing the unprepared question to one of

the teacher's own choosing immediately removes the possibility of both marks. These criteria are necessary in the interest of parity and, therefore, fairness for all. Few cases of such practices were reported by examiners this year.

Candidates responded well to three of the four unprepared questions in this year's test but *¿Cuándo?*, in *¿Cuándo quieres estudiar aquí?* was troublesome for weaker candidates.

Section 3 role-plays

A balance needs to be struck in this section. Sometimes candidates narrate events in a monologue and teachers then move immediately to the next part of the test without any participation from them. This means that the candidate cannot fulfil important features of the criteria (See references to 'interjections' in the Mark Scheme). At the other extreme, some teachers over-control the exercise with their question-and-answer approach, this time denying the candidates the opportunity to meet criteria about developing points for themselves. Fortunately most teachers avoid these extremes, and some very pleasing work is produced.

The situations which were set for this year yielded only two obvious common vocabulary problems for candidates: the Spanish for '*tent*' and expressing that there had been a storm, although skilful candidates could have worked their way around the problem by describing the component parts of the storm. In the birthday celebrations situation, pronunciation of *regalo* was often very poor and, on the same card, candidates often failed to exploit their knowledge of household chores to describe the tidying-up session after their party.

Presentation

Candidates had prepared well for this section and a wide variety of topics was discussed. Some excellent work was produced, with the most interesting generally being on topics which candidates had selected themselves. On the negative side, some centres appeared to operate a straight-jacketing 'template' approach, with all presentations following the same format and the "discussion" being based on the very same questions. Teachers' attention is drawn to the criterion of 'delivery of material', mentioned in the Mark Scheme and to comments earlier in this report regarding pronunciation and intonation. The inclusion of opinions and, if possible, justifications also appear in the marking criteria. Much improvement appears to have taken place in adhering to the timing of one minute allowed for this part of the test and this is to be applauded.

Discussion

There were some very interesting examples at both Foundation and Higher Tiers of appropriate questioning leading to good exploitation of the topic chosen. As mentioned above, a few teachers seemed to have a prepared 'script' with questions and answers recited by each party. Such renditions are not rewarded highly; neither is questioning which directs the candidate to reiterate material already produced in the presentation. Teachers should also beware of broadening the discussion too much so that it has little connection with the presentation topic.

General Conversation

On the whole, the majority of tests were well conducted in such a fashion as to allow candidates to produce of their best and acquit themselves well. As in previous years, there was evidence of some excellent work, and skilful questioning brought out a high quality of language with some candidates producing a mature exposition of their opinions and ideas.

More able Higher Tier candidates demonstrated extensive vocabulary, good application of tenses and a range of language structures, thereby accessing the top range of marks in both the Communication and Linguistic Quality mark grids. Less able Higher Tier candidates and more able Foundation Tier candidates struggled with their production of accurate time references, including present tense forms, beyond a few 'stock' ones (for example, *fui* and *voy a ir*); whilst a characteristic of the weakest candidates is their inability to use verb forms. They also have a greater tendency to answer "sí" or "no" wherever possible. With all but the best candidates, who tend to be capable of steering a conversation independently, teachers need to be careful that they don't restrict candidates by the use of closed or semi-closed questions. Higher marks can be gained by greater elaboration and it is to be remembered that this is true for the whole ability range.

2383/01 & 02 Spanish Reading

General comments

Again this year, examiners reported that the main lesson for centres is that vocabulary-learning should not be ignored. Particularly in Foundation Tier, knowledge of vocabulary proved the difference between success and failure.

Examiners reported that very few candidates were entered at an inappropriate level.

At each Tier candidates scored highly in their first section, with a broader range of marks in their second section. There were no reports of problems with understanding the rubric or question-type.

This was the third dictionary-free year and there was evidence of good time-management: with only rare exceptions all finished the paper. There were no reports of the last exercise being left blank.

Significant numbers of candidates answered exercises 3 and 4 in Section 3 in the wrong language. Those who did automatically lost their marks.

In the gap-filling exercise, Section 2 Exercise 2, only occasionally did candidates fail to use the words given in the boxes and, in Section 2 Exercise 3, only rarely did candidates tick more than the five boxes required.

Teachers should remind students that, when letters are altered, the final choice must be clear to examiners: otherwise no marks can be awarded.

Comments on individual questions.

Section 1

Exercise 1. Almost all candidates scored full marks.

Exercise 2. Almost all candidates scored full marks but *revista* was often unknown.

Exercise 3 was generally well answered but a lack of basic vocabulary was a stumbling-block to many. *Oeste* surprisingly was not known.

Exercise 4. Question 24 was a problem to many as *cena* was not understood: many candidates linked Eurodisney to fireworks and answered C.

Exercise 5. The results in this exercise were mixed. *Callada*, *feliz* and *dice* caused problems. *Trabajadora* and *habladora* could generally be identified from the verb, with the former in particular tending to be linked successfully to the correct answer.

Section 2

Most candidates scored most highly in Exercise 3. Exercises 1 and 2 were accessible to those candidates who had learned the Minimum Core Vocabulary.

Exercise 1. Very mixed results here. Whilst question 2 and question 7 were generally answered correctly due to easily identifiable vocabulary, candidates struggled with *chubasco*, *borrasca*, *sorteo*, *suerte*, *tarjeta*, and *sueño* which were not well-known. .

Exercise 2. Again, candidates found this exercise difficult, largely due to a poor grasp of Spanish syntax. For question 13, many candidates offered *alternativos*, not knowing the meaning of *deja de*. Inexplicably, *conocer* was regularly offered as an answer to question 15.

Exercise 3. The majority of candidates scored full or almost full marks.

Section 3

Exercise 1. This exercise was disappointing. Few scored full marks. Candidates were clearly hindered by a lack of vocabulary with a significant number achieving low or even no marks. The question which was most successfully answered was number 7, with candidates linking *caramelo* to *dentista*.

Exercise 2. Candidate achievement in this exercise was inconsistent. Many answers simply did not make sense grammatically, revealing the need for a greater awareness of syntax.

Exercise 3. The best candidates wrote the shortest answers. Answers which lifted long swathes of text – inviting the examiner to select an answer – were rejected.

Question 19. The correct answer was *4 segundos*. *Carlos- 4 segundos* was accepted as was *corrió la distancia en 4 segundos menos*. Answers which started with *al correr* were rejected.

Question 20. *Operaciones* and *lesiones* were both acceptable answers but answers which started with *tras...* e.g. *tras tres lesiones* were rejected.

Question 21. The only acceptable answers here were *España* or *español*. *Colores de España*, and *el equipo nacional* were rejected.

Question 22. The acceptable answers here were *un dolor de tobillo*, *no podía correr*, and *dejó de entrenarse*. (*Dejé de entrenarme* was accepted, as grammatical errors do not invalidate in this exercise.)

Question 23. *Zumo* was the correct answer here: *...de zanahoria* was not required.

Question 24. Acceptable answers were: *se aprende mucho*, *cuando las cosas no salen bien*, *se aprende mucho*. Answers beginning *Además...* were rejected.

Question 25. *Su/el talento* was the answer sought here. *Tiene talento* was rejected. This question was the hardest on the paper.

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Exercise 4. Only a handful left this exercise blank. The best candidates wrote the shortest answers. Many candidates could not understand the questions. Precise answers were required. Long lifts from the text which contained the correct answer were rejected.

Q26. "She made friends" was the correct answer. The following were rejected:

"The Spanish were nice and she made friends". (The text does not say that the Spanish were nice)

"She has/had friends".

"The locals were nice."

"Friends."

"Lots of friends lived there."

Q.27. The correct answer was "She became pregnant" or "It suited her family life."

Q.28 Any answer containing "*exposed*" was marked wrong.

The correct answers were:

"She exhibited/displayed/showed/revealed/brought out her collection/jewels."

"First" was not required.

"Exhibition" and "display" as one-word answers both scored.

Many incorrectly wrote that Alice showed her collection to her husband.

Question 29. Correct answers were:

"anytime/all hours/everyday/in many situations at any time/any(all) occasions/whatever time/whenever"

Question 30. The correct answers here were ;

"Works with people with whom she gets on/likes/friendly/nice people".

2384/01 & 02 Spanish Writing

General Comments

The general standard of writing remains very satisfactory, with many candidates producing work of an excellent standard. The best scripts are those of candidates who read the instructions carefully and give themselves time to think before they start to write. A candidate needs to start from the premise, 'How shall I tackle what I have been asked?' and not, 'What have I learnt that will fit, or nearly fit, the question?'. It is unfortunate that some candidates seem determined to 'fit in' their set pieces without attempting to adapt them to the context. Thus, for example, in Section 2 question 1, quite a few candidates chose to talk about an accident or a robbery which had no connection with them, and which formed a large part of their answer. This would sometimes lead to over-long answers, and these are usually to detriment of all but specially good candidates. It is important to remind candidates that they should not exceed the required work length by more than a small amount. Short answers do not often occur and are not usually a problem in Spanish. The few candidates who do not write enough are not able to produce more, as is clear from the poor quality of what they write.

Section 1

Exercise 1

This was usually well done and, given the fact that accurate spelling is not an issue, many achieved high marks. Use of foreign words, usually French, is a problem for a few, but one suspects that the weaker candidates at this level find it hard to distinguish between them.

Exercise 2

This question too was well done by many candidates. A very few did not seem to know any weather expressions and did not attempt items 1, 3, 5. There were a few inventive ones such as 'es scorchio' for number 1, but unfortunately the mark scheme does not cater for such originality! Marks were easy to gain in items 2, 4, 6, as a wide variety of answers was acceptable. In item 2, for example, *la natación, la piscina, el mar* were accepted for full marks.

Exercise 3

When candidates fail to score in this question it is usually because they do not read the instructions carefully enough and so treat the cues as questions to be answered. So, for example, in item 1 'say how you travel to school' a few wrote *en coche* omitting the crucial bit of information *al colegio*. Or, in item 4, only a time was given. For communication marks examiners accepted a variety of possible answers, e.g. in item 6 'after school' could be expressed by a time or a time phrase such as *por la tarde*.

It is fair to say that Section 1 overall produced many excellent answers, but there were also a very few where candidates wrote nothing or answered the whole paper in English.

Section 2

The majority of candidates preferred option 1 but a significant number chose to write about the wedding.

Question 1

Given that candidates learn personal descriptions for the Speaking test, it is to be expected that they will be able to write at length about themselves or, as in this case, about a friend. Some gave very good descriptions, but others were too brief or in some cases muddled so that, for example, a friend might be described as both *alto* and *bajo*. A happy medium is the requisite here. If a candidate writes an over-long description, it sometimes leads to an over-long answer. In some cases candidates could not handle the agreement of their adjectives, so that it was not clear whether the friend was male or female.

The preparations for the party were usually well described but it was noticeable that candidates often delegated the work to someone else and failed to give an opinion of the work involved. Occasionally the second and third points were combined so that the shopping was the preparation and this also led to the omission of the opinion. As described in the introduction, the 'something that happened' often dominated the whole answer. The future birthday was well tackled, but it is worth noting that some candidates who chose this option did not know the word for party or birthday.

Question 2

This question gave less opportunity for using pre-learnt material, but the descriptions of the bride and groom were often well done, as in question 1. Candidates realised that they did not necessarily need to know the Spanish for bride and groom and wrote on the lines of *Voy a la boda de mi tía* (or even *mis padres*). Others used the familiar *novios* quite naturally.

The 'distance' was usually expressed by saying that the wedding was in a particular place (often overseas) and the method of transport caused no problems. A very few candidates missed the opportunity to use a past tense in item 3 though most were able to express an opinion about their wedding outfit.

Traditional wedding celebrations usually involved a church (often misspelt) and a lot of drinking! Overall there were some interesting answers to this question.

Section 3

Examiners expressed their concern, particularly in this section of the paper, about the poor presentation of some candidates' work. The use of arrows, asterisks, and large amounts of crossing-out, is not helpful. Candidates should, as pointed out in the introduction, take a few moments to think out a plan before they write. A little time spent in this way would benefit them greatly. The standard of handwriting can also be significant. There were at least two scripts this year where no marks could be given for accuracy because the examiner was completely unable to decipher verb endings, etc. Having said that, examiners were impressed, as we always are, by the excellent quality of the work of the best candidates.

Question 1

A number of candidates who chose this option began by describing (sometimes at great length) the journey that took them to Spain rather than the journey in Spain during which the accident occurred. Few candidates identified the *Servicios de Emergencia*, though some did mention the appearance of an ambulance. Some made very little mention of what they did in hospital, thus missing an opportunity to use familiar vocabulary. And there was occasional confusion of *enfermeros* and

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enfermos. Most were able to write successfully about a future holiday but not many attempted to link their plans for future transport to the accident.

Question 2

This question was well done usually but many candidates failed to generalise about the advantages and disadvantages of camping holidays and just wrote about a particular problem that they had experienced, such as dirty washrooms. The best answers also linked the reason for their choice of future holiday location to their experience of camping.

In Section 3 the expectations of the mark scheme are high. To get top marks, candidates must demonstrate their ability to use a variety of tenses and constructions; they must use vocabulary that is appropriate to the context; and, above all, their writing should be a pleasure to read. Happily a good number of candidates do fulfil these requirements.

2386 Writing Coursework

General Comments

The level of performance of candidates was similar to last year.

Moderators reported excellent co-operation from schools in responding to requests and were full of praise for the quality of administration by centres. Teachers had been unstinting in their efforts to provide support and guidance, and the motivational influence of inspired teaching was everywhere apparent.

Few centres had their marks altered by moderators. Internal moderation had taken place, providing a reliable order of merit. However, a major problem reported by moderators was the disturbing number of arithmetical and transcription errors. It could be that some of these errors stemmed from the internal moderation process: teachers changed marks on the coversheets but failed to transfer them to the MS1.

In general, imaginative and well-differentiated tasks appropriate to the three grade ranges had been set and source details had been enclosed – centres should note that any help given, for example, in the form of a writing frame, should be sent to the moderator so that it can be taken into account.

Originality and imagination characterised the best submissions and candidates displayed a high level of language, accuracy and presentation. Weaker candidates were able to produce coherent pieces of work with appropriate teacher guidance.

However, some tasks set were very unimaginative and did not stretch some of the more able candidates. Some tasks were too detailed and prescriptive and did not allow candidates to show what they could do. A number of centres set tasks and sub-tasks in English rather than in Spanish and some centres gave only the title and not the sub-tasks, making the moderator's task of confirming marks for communication very difficult.

Many candidates who word-processed their work lost marks through keyboard errors, and teachers should consider carefully whether hand-written work might score more highly.

Teachers should always bear in mind the need to keep a check on the candidates' overall word-count.

Moderators reported that there were fewer examples of letters of application / letters booking accommodation, which are considered too formulaic and too likely to produce identical pieces of work from different candidates.

It should be noted that a past, a present and a future tense must all appear at least once somewhere in the three pieces of a candidate's overall submission; otherwise no more than 6 marks can be scored for Communication in any of the three pieces.

Some centres awarded high Quality of Language marks to work which, although highly accurate, had little variety of vocabulary, verbs and structures but was instead characterised by simple sentences and the repeated use of *hay*, *fui* and *es*.

The three items of coursework submitted should be from different contexts.

This list can be found on page 27 of the specification.

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At least one of the pieces must be worked under controlled conditions. When students are attempting their controlled piece, the only resource available to them is a dictionary. The controlled piece should be hand-written and students should not have attempted a draft. The title of the piece should be unknown to them until the controlled piece is attempted. However, they may know beforehand which sub-context will be the basis for the title.

There is no requirement to re-draft any piece of coursework. However, teachers may use the drafting checklist (page 102 of the specification) to aid candidates when re-drafting non-controlled pieces.

Teachers should not annotate or write marks on the candidates' work.

Teachers will find a useful checklist on page 100 of the specification.

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Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2381/01	Raw	50	N/A	N/A	N/A	34	28	22	16	10	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2381/02	Raw	50	42	36	29	22	17	14	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2382/01	Raw	50	N/A	N/A	N/A	26	20	14	9	4	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2382/02	Raw	50	40	34	29	24	19	16	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2383/01	Raw	50	N/A	N/A	N/A	35	29	24	19	14	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2383/02	Raw	50	39	34	27	21	16	13	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2384/01	Raw	50	N/A	N/A	N/A	33	26	19	12	5	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2384/02	Raw	50	43	34	24	15	9	6	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2385/01	Raw	50	N/A	N/A	N/A	26	20	14	9	4	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2385/02	Raw	50	40	34	29	24	19	16	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2386/01	Raw	90	82	76	66	57	46	36	26	16	0
	UMS	90	80	70	60	50	40	30	20	10	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A*	A	B	C	D	E	F	G	U
1928	360	320	280	240	200	160	120	80	40	0

	A*	A	B	C	D	E	F	G	U	Total Number of Candidates
1928	16.7	34.4	53.6	75.89	89.3	95.8	98.6	99.7	100.0	8,472

**OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU**

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553**

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