

Mark Schemes for the Units

June 2006

1928/MS/R/06

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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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General Certificate of Secondary Education

Spanish (1928)

MARK SCHEMES FOR THE UNITS

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Mark Scheme 2381 01/02
June 2006

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.

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. (This type of exercise does not appear on 2006 paper).

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 4).
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	Saturday	
2	three / 3	
3	May, mayo	mai
4	castle	chateau
5	5.00 / 5 / five (ignore am / pm)	17 (h)

Ejercicio 2: Preguntas 6 - 14

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

Ejercicio 3: Preguntas 15 - 22

15	C
16	B
17	B
18	A
19	B
20	C
21	C
22	A

Ejercicio 4: Preguntas 23 - 26

23	B + G	interchangeable with	G + B
24	C + A	“ “	A + C
25	L + H	“ “	H + L
26	D + K	“ “	K + D

[Total: 30 marks]

SECTION 2

Exercise 1: Questions 1-5

	<u>Accept</u>	<u>Reject</u>
1	¼ (hour) / 15 minutes / fifteen minutes late ¼ (hour) / 15 minutes / fifteen minutes delay ¼ (on its own)	
2	ticket, boarding pass / card / ticket	get past ticket not valid ticket will not allow her to pass
3	(no) smoking	
4	gate / door fifteen gate / door 15 (departure) lounge 15	15 (alone) / desk 15 port 15 / terminal 15 window 15
5	has not arrived (yet) / it's not in has (still) not arrived / (still) waiting for it has (still) not landed	cancelled / delayed it's late / it's arriving

Ejercicio 2: Preguntas 6 - 13

6	D
7	E
8	B
9	A
10	F
11	G
12	K
13	C

Ejercicio 3: Preguntas 14 - 20

14	F
15	C
16	G
17	B
18	J
19	D
20	A

[Total: 20 marks]

SECTION 3

Ejercicio 1: Preguntas 1 - 6

- 1 H
- 2 C
- 3 A
- 4 G
- 5 E
- 6 B

Ejercicio 2: Preguntas 7 - 11

- 7 C
- 8 D
- 9 B
- 10 G
- 11 E

Ejercicio 3: Preguntas 12 - 20

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

Ejercicio 4: Preguntas 21 - 25

	<u>Accept</u>	<u>Reject</u>
21	limpiar (accept recognisable verb) lavar(se)	limpo
22	camarera (s) / personal buen servicio limpiadora	camarero (s) camerra camareo
23	caro / a / os / as no barato / a / os / as no barato / a / os / as	gastaron mucho mucho
24	cerrado / a / os / as no abierto / a / os / as	
25	éxito fenomenal estupendo genial fue una bomba	bien bueno agradable excito

Exercise 5 Questions 26 - 30

	<u>Accept</u>	<u>Reject</u>
26	abroad	
27	he lived with (his) grandparents he didn't live with them / (his) parents he lived elsewhere	
28	he had forgotten her he did not know her / she was a stranger he did not recognise her he felt angry towards her he did not know her	
29	paid for his education	
30	jealous / envious wished he was them wished he had a life like them	sad resentful

[Total: 30 marks]

Mark Scheme 2382 01/02
June 2006

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 2006

Section 1**Exercise 1: Questions 1-5**

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

5 marks

Ejercicio 2: Preguntas 6-11

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

6 marks

Ejercicio 3: Preguntas 12-16

- 12 B
- 13 G
- 14 E
- 15 A
- 16 D

5 marks

Ejercicio 4: Preguntas 17-23

- 17 18
- 18 17
- 19 12
- 20 19
- 21 13
- 22 16
- 23 15

7 marks

Ejercicio 5: Preguntas 24-30

- 24 A
- 25 B
- 26 A
- 27 C
- 28 A
- 29 C
- 30 B

7 marks

Section 1: 30 marks

Section 2**Ejercicio 1: Preguntas 1-8**

1	Paula	
2	Cristina	
3	Jorge	
4	María	
5	Pedro	
6	Juan	
7	Marco	
8	Fernando	8 marks

Ejercicio 2: Preguntas 9-15

9	bonita	
10	internacional	
11	pagado	
12	dejar	
13	joyas	Reject : maquillaje
14	tabaco	
15	marido Accept : novio	7 marks

Exercise 3: Questions 16-20

16	(brightly)-coloured socks	Reject : differently-coloured socks
17	arrive on time / don't be late / be punctual	
18	listen / pay attention / wait until he has finished don't interrupt (unless used in 19)	
19	interrupting / butt in	
20	If you didn't / don't get on with your (previous) boss.	Reject : being late; didn't understand your boss
		5 marks

Section 2: 20 marks

Section 3**Ejercicio 1: Preguntas 1-10**

- 1 Isabel
- 2 José
- 3 Teresa
- 4 Enrique
- 5 Francisco
- 6 Juana
- 7 Eduardo
- 8 Rafael
- 9 María
- 10 Ana

10 marks

Ejercicio 2: Preguntas 11-17

- 11 L
- 12 F
- 13 A
- 14 G
- 15 E
- 16 H
- 17 K

7 marks

Ejercicio 3: Parte A Preguntas 18-22

	ACCEPT	REJECT
18	Es fácil de cuidar / cuidarlo (vivos colores)	Vivos colores (on its own)
19	14 años	Entre doce y catorce
20	(Se) pelea(n) (entre si)	Se pelea entre
21	(los) machos	Reject: total lift from passage
22	Si pasas / pasa / paso mucho tiempo en casa (ignore wrong verb ending)	Mucho tiempo en casa Reject: total lift from passage
		5 marks

Ejercicio 3: Parte B Preguntas 23-25

C
D
G

3 marks

General: if more than 3 ticks, mark correct ones minus number of wrong ones
(annotate script, e.g. 3 – 2 = 1)

Total: 8 marks

Exercise 4: Question 26-29

	ACCEPT	REJECT
26	<p>(a) good for your heart</p> <p>(b) controls your weight / stops you getting fat/ keeps you slim</p> <p>((a) and (b) inter-changeable)</p>	Keeps you healthy / fit
27	<p>window shopping</p> <p>looking at shop windows</p> <p>stop at every shop window</p>	Stopping / shopping / windows / looking through windows / stopping at every shop
28	<p>comfortable / good shoes</p> <p>trainers / footwear</p>	Comfortable clothes (on its own – but does not invalidate)
29	<p>good rhythm /</p> <p>a (good) pace /</p> <p>steady walk / tempo</p> <p>a good marching pace</p> <p>a good speed</p>	<p>Good march</p> <p>A good walk</p> <p>5 marks</p>

Section 3: 30 marks

Mark Scheme 2384 01/02
June 2006

ANNOTATIONS TO BE USED IN MARKING GCSE WRITING
French (2354), German (2364), Gujarati (2374), Spanish (2384)

If it looks far too long, **estimate** the first 100 (Section 2) / 150 (Section 3) words. Over these first 100 / 150 words **only**, assess Quality of Language and Accuracy.

Right hand margin (Section 2)

- P (past tense successful)
- P- (past tense attempted)
- F (future reference successful)
- F- (future reference attempted)
- O (simple opinion)
- O+ (more complex opinion)

Right hand margin (Section 3)

- O (opinion)
- J (justification)
- P (past tense)
- F (future reference)
- C (subordinate **clause**)
- V (**verbal** construction)
- T (more complex **tense** usage, e.g. pluperfect, conditional, subjunctive, reported speech, imperfect vs perfect or preterite)
- L (lovely **lexical** item)

(For all the above, record + for enhancement and – for impairment)

ANNOTATIONS TO BE USED IN MARKING GCSE WRITING
French (2354), German (2364), Gujarati (2374), Spanish (2384)

READ EVERYTHING THE CANDIDATE HAS WRITTEN

(Marks for Communication can be gained **anywhere**)

Left hand margin (Sections 2 and 3 and Section 1 Q3)

T₁ (Task 1 communicated)

T₂ (Task 2 communicated)

T₃ (Task 3 communicated)

T₄ (Task 4 communicated)

(Task attempted with limited success)

T₁ - **T₂ -** **T₃ -** **T₄ -**

(Task attempted with no success)

T₁ O **T₂ O** **T₃ O** **T₄ O**

Irrelevance (I) may earn Quality of Language marks (but not Communication marks).

Repetition (R) (inc. repeated structures and lists) will not gain any additional marks.

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

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

**June 2006 GCSE Spanish Writing 2384/01 and 02
Additional Mark Scheme**

Section 1 (Foundation Tier)

Exercise 1

- Allow any recognisable spelling
- Sound it out, e.g. cebeza for cerveza)
- Do not allow words in other languages unless identical to the Spanish
- Do not allow bad spelling which changes the meaning to something unsuitable for the context, e.g. libre for libro

Exercise 2

Communication. Minimum requirement for 1 mark is a reference to something in the picture, e.g.

1. Futbol (but not football)
3. libro
5. limonada, coca cola, etc.
2. Colegio instituto polideportivo
4. dormitorio cama habitación
6. restaurante café cafetería

Quality. The bonus + for accuracy will be given to the verb in 1, 3, and 5

1. Juego jugué jugare
3. Leo leí leeré (or escribo etc)
5. Bebo bebí beberé (or tomo etc)
2. colegio, etc
4. Dormitorio, etc
6. Restaurante, etc

Place the plus above the word which has earned it. Disregard any other errors.

Exercise 3

Communication

Put a **T** in the LEFT margin for each task attempted which fulfils the requirements of the rubric. This means that there must be an attempt at the verb in the first person. The tense may be present, past or future. Put the total number of T's in the right margin.

Quality

Assess according to the mark scheme.

Plus points – an attempt at a variety of verbs, some additional information, and relevant vocabulary.

Minus points – repetition of the same verb and vocabulary. In this exercise, probably 'voy'.

Specific points

1. Voy a + name of place or country of playa, etc.
2. May possibly have been included by the candidate in task 1.
Allow both T.
3. Evenings must be referred to. *Tarde noche* or a specified time.
4. *Como, comemos* (any tense) *voy a* (but note repetition of *voy* when awarding Q.L. marks.

Note: if tasks 3 and 4 are combined they will not usually qualify for 2 T's

5. *Compro* (any tense) + 2 items
6. *Escribo* etc + *tarjetas, postales* not *cartas*

**General Certificate of Secondary Education Spanish 1928
June 2006 Assessment Series**

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	41	34	27	20	13	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2381/02	Raw	50	45	40	33	26	20	17	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2382/01	Raw	50	N/A	N/A	N/A	27	21	15	9	3	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2382/02	Raw	50	40	34	29	25	19	16	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	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	40	35	28	22	17	14	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2384/01	Raw	50	N/A	N/A	N/A	37	29	21	13	5	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2384/02	Raw	50	43	34	25	16	9	5	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2385/01	Raw	50	N/A	N/A	N/A	27	21	15	9	3	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2385/02	Raw	50	40	34	29	25	19	16	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2386/01	Raw	90	82	76	67	58	47	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

The cumulative percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
1928	15.9	34.8	54.1	78.5	92.6	97.9	99.6	100.0	100.0	8862

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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