

# **Mark Schemes for the Units**

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**June 2007**

**1928/MS/R/07**

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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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### Spanish (1928)

#### MARK SCHEMES FOR THE UNITS

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**Mark Scheme 2381 01/02**  
**June 2007**

**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, eg closed/shut.
- 2 Non-essential elements of an answer are quoted within brackets, eg (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 (eg 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 - ie 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, eg *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 (ie 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 (eg 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: Numbers 1-5**

	<u>Accept</u>	<u>Reject</u>
1	C	
2	A	
3	A	
4	C	
5	A	5 marks

**Ejercicio 2: Números 6-15**

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

**Ejercicio 3: Números 16 - 19**

16	D	
17	A	
18	B	
19	E	
		4 marks

**Ejercicio 4: Número 20**

2	E	
3	F	
4	A	
5	C	
6	G	5 marks

**Ejercicio 5: Números 21-26**

21	F	
22	A	
23	E	
24	H	
25	B	
26	C	6 marks

[Total: 30 marks]



**SECTION 2****Exercise 1: Numbers 1-5**

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

5 marks

**Ejercicio 2: Números 6-12**

- 6 E
- 7 G
- 8 H
- 9 A
- 10 D
- 11 J
- 12 F

7 marks

**Ejercicio 3: Números 13-20**

- 13 los deportes
- 14 la moda
- 15 la música
- 16 la informática
- 17 bailar
- 18 la pesca
- 19 leer
- 20 Cocinar

8 marks

Total: 20 marks

**SECTION 3****Ejercicio 1: Números 1 - 8**

- |   |   |         |
|---|---|---------|
| 1 | G |         |
| 2 | E |         |
| 3 | F |         |
| 4 | D |         |
| 5 | C |         |
| 6 | B |         |
| 7 | A |         |
| 8 | K | 8 marks |

**Ejercicio 2: Números 9 - 12**

- |    |   |         |
|----|---|---------|
| 9  | B |         |
| 10 | A |         |
| 11 | B |         |
| 12 | C | 4 marks |

**Ejercicio 3: Números 13 - 17**

	<u>Accept</u>	<u>Reject</u>
13	cortas (or variant of adjective-o, os,a, es)	Mini-falda
14	flores, florales, floras, flores y moderno	
15	traje, trage, conjunto	Chaqueta, pantalones
16	Bufanda, vufanda, butando, vufando	
17	teléfono, telefon, telefona, telephone, telephono, móvil, móvil, mobile, portátil	Mobile, telephone
		5 marks

**Ejercicio 4: Números 18-21**

- |    |                   |         |
|----|-------------------|---------|
| 18 | Tema E; Opinión H |         |
| 19 | Tema A; Opinión G |         |
| 20 | Tema B; Opinión J |         |
| 21 | Tema D; Opinión L | 8 marks |

## Exercise 5: Questions 22-26

	<u>Accept</u>	<u>Reject</u>
22	<p>More prosperity in countryside; country folk can buy what they want now</p> <p>(key concept: 'rural' and 'increase in wealth' must be implied)</p>	No poor people, plenty of money
23	<p>Doesn't think past was <b>better</b>, thinks things are better now, doesn't think everything is worse today; modern times are better, modern world is better.</p> <p>(Key concept: favourable comparison of the present with the past)</p>	<p>Thinks past was better.</p> <p>Modern is better, prefers things now.</p>
24	<p>Not having any worries, having a 'quiet mind'; doesn't worry, not preoccupied because he's had a good life</p> <p>Having a quiet life; having a calm mind; having peace; being calm</p> <p>(Key concept: spiritual calm, quiet lifestyle)</p>	<p>Children, family, memories</p> <p>Quiet(ness)</p> <p>Tranquility</p> <p>Life is easy</p> <p>Being able to relax</p>
25	<p>Quite likes them, doesn't mind them, not bad</p> <p>(Key concept: qualified liking; don't bother him, doesn't dislike them)</p>	Young people are young people, likes them, doesn't like them
26	(Good) luck, chance, fortune; many different things one being luck	Getting better after illnesses

5 marks

Total: 30 marks

**ENG** This is the OCR General Certificate for Secondary Education Spanish Listening Test Summer 2007

Foundation Tier

**Section One**

*[3 second pause]*

There are 5 exercises in this section

*[5 second pause]*

Exercise 1: Numbers 1 to 5

You are staying with a Spanish family and overhear their conversations. Look at the pictures and answer the questions by ticking **one** box only.

*[5 second pause]*

Example. Where is the book?

*[3 second pause]*

!

**M1** Mamá, dónde está mi libro?

**F2** En el dormitorio, está en el dormitorio.

!!

*[5 second pause]*

*[Repeat ! to !!]*

#

**Eng** Number one. Where is Marta?

**F2** Marta, ¿dónde estás?

**F1** Estoy en el salón.

*[5 second pause]*

**Eng** Number two. Where is Pedro?

**F2** Y tú Pedro, ¿dónde estás?

**M1** Estoy en la cocina.

++

*[5 second pause]*

**Eng** Number three. Where is Isabel?

**F2** Isabel, ¿dónde estás?

**F1** En el cuarto de baño, Mamá.

*[5 second pause]*

**Eng** Number four. Where is Pedro's pen?

**M1** Mamá, ¿dónde está mi bolígrafo?

**F2** Está allí, en la mesa.

*[5 second pause]*

**Eng** Number 5. What is Marta looking for?

**F1** Mamá, no encuentro mis botas.  
##

*[5 second pause]*

Listen for the second time.

*[Repeat from # to ##]*

*[10 second pause]*

**Pres F2** Ejercicio 2: Números 6 a 15

En los grandes almacenes

*[3 second pause]*

Mira los dibujos.

*[20 second pause]*

Marca una señal en la casilla correcta.

*[3 second pause]*

Ejemplo

*[3 second pause]*

~

**M1** ¿A qué hora abren?

**F1** Abren a las nueve.

~~

*[5 second pause]*

*(Repeat ~ to ~~)*

*[3 second pause]*

Escucha

*[3 second pause]*

**Pres F2** Ana.

Número 6.

*[3 second pause]*

+

**M1** Bueno, Ana, ¿qué buscas primero?

**F1** Primero fruta.

*[5 second pause]*

**Pres F2** Número 7

*[3 second pause]*

**M1** Muy bien, ¿qué planta es?

**F1** Es la planta tres.

*[5 second pause]*

- Pres F2** Número 8  
*[3 second pause]*
- M1** Aquí estamos, ¿qué tienes que comprar?
- F1** Necesito plátanos.  
*[5 second pause]*
- Pres F2** Número 9
- M1** Mira éstos, sólo cuestan 80 el kilo.
- F1** Son muy baratos.  
*[5 second pause]*
- Pres F2** Número 10
- M1** ¿Qué más quieres?
- F1** También necesito leche.  
*[5 second pause]*
- Pres F2** Pablo  
Número 11  
*[3 second pause]*
- M1** Busco una camiseta
- F1** ¿Tu talla?
- M1** Pues, muy grande.  
*[5 second pause]*
- Pres F2** Número 12
- F1** Mira, Pablo, éstas son muy bonitas. ¿Prefieres, blanca, negra o gris?
- M1** Prefiero la negra.  
*[5 second pause]*
- Pres F2** Número 13
- F1** Mira, hay oferta sobre pantalones.
- M1** Pues, ¡qué bien!  
*[5 second pause]*
- Pres F2** Número 14
- M1** Ana, vamos a la cafetería y tomamos un bocadillo.  
*[5 second pause]*
- Pres F2** Número 15
- F1** Si, y tomamos una limonada, también.

- M1** Perfecto  
++  
[15 second pause]
- Pres F1** Escucha por segunda vez.  
[3 second pause]  
(Repeat from + to ++)  
[20 second pause]
- Pres M2** Ejercicio 3. Números 16 a 19
- En la calle  
[3 second pause]
- Mira los dibujos  
[10 second pause]
- Escribe la letra correcta.
- Ejemplo  
[3 second pause]  
“
- F1** ¿Me puede decir dónde está el banco, por favor?  
“”  
[5 second pause]  
(Repeat from “ to ”)  
[3 second pause]
- Pres M2** Escucha  
[3 second pause]
- @  
Número 16  
[3 second pause]
- M1** Perdone señora, quiero echar unas cartas, me puede decir ¿por dónde se va a Correos? por favor.  
[5 second pause]
- Pres M2** Número 17  
[3 second pause]
- F2** Señor, estoy buscando la iglesia.  
[5 second pause]
- Pres M2** Número 18  
[3 second pause]
- F1** Por favor, ¿para ir al mercado?  
[5 second pause]
- Pres M2** Número 19  
[3 second pause]

- M2** ¿Sabe si hay un hotel en esta calle?  
@@  
[5 second pause]
- Pres M2** Escucha por segunda vez  
[3 second pause]  
(Repeat from @ to @@)  
[15 second pause]
- Pres M2** Ejercicio 4: Número 20  
El teléfono del hotel.  
[3 second pause]
- Mira los dibujos  
[10 second pause]
- Escribe la letra correcta en la casilla.
- Ejemplo  
[3 second pause]  
\*
- F2** Bienvenido al sistema de teléfono automático del Hotel Estrella. Es el número uno para hablar con recepción  
\*\*  
[3 second pause]  
(Repeat from \* to \*\*)  
[3 second pause]
- Escucha.  
[3 second pause]
- %  
Es el dos para reservar la cena.  
[2 second pause]
- El tres para pedir clases de natación.  
[2 second pause]
- El cuatro para el servicio de desayuno en la habitación  
[2 second pause]
- El cinco en caso de problemas técnicos.  
[2 second pause]
- Y el seis para pedir cita con el peluquero.  
Gracias.  
%%  
[10 second pause]
- Pres M2** Escucha por segunda vez.  
[3 second pause]  
(Repeat from % to %%)



*[15 second pause]*

**Pres F1** Ejercicio 5: Números 21 a 26

*[3 second pause]*

El tiempo para hoy

*[3 second pause]*

Mira los dibujos

*[15 second pause]*

Escribe la letra correcta.

*[3 second pause]*

Ejemplo

*[3 second pause]*

**F2** #  
Pues, hoy en Madrid hace bastante viento.

##

*[3 second pause]*

*(Repeat from # to ##)*

*[3 second pause]*

**Pres M2** Escucha.

*[3 second pause]*

¿?

**F2** En Barcelona hoy puede hacer bastante calor, sobre todo a mediodía

*[5 second pause]*

En Sevilla cinco o seis horas de sol, si el verano llega hoy.

*[5 second pause]*

Pero en Granada es otra historia, puede hacer bastante frío por la noche.

*[5 second pause]*

En Santiago de Compostela los cielos están cubiertos y hay muchas nubes negras.

*[5 second pause]*

En Santander actualmente está lloviendo y parece que la lluvia va a continuar todo el día.

*[5 second pause]*

Y finalmente Ávila. Pues, parece increíble, pero en Ávila hay posibilidad de nieve. Sí, ¡Puede nevar!

¿???

*[10 second pause]*

**Pres M2** Escucha por segunda vez.

*[3 second pause]*

*(Repeat from ¿? to ¿???)*

*[15 second pause]*

**Eng** That is the end of section 1.

*[8 second pause]*

**ENG Section 2**

There are 3 exercises in this section.

*[5 second pause]*

Exercise 1: Numbers 1 to 5

A visit

Your friend from Argentina leaves a message on your answer-phone.

Read the questions.

*[15 second pause]*

For each question tick the correct box.

*[5 second pause]*

Example

~

**M1** Hola, soy Alfredo, tu amigo de Argentina.

~~

*[3 second pause]*

*(Repeat from ~ to ~~)*

*[3 second pause]*

Listen to the message.

@

**M1** Escucha, voy a llegar a Inglaterra el 30 de julio. ¿Has entendido?

Como sabes sólo puedo pasar quince días contigo. Después vuelvo a Argentina.

*[10 second pause]*

Bueno, te llamaré por teléfono desde el aeropuerto.

¿Tienes ideas de lo que podemos hacer? Las tiendas no me interesan mucho, pero sí los castillos y los museos, pero tu puedes decidir.

*10 second pause]*

Quiero hablar mucho con tus amigos porque así puedo volver a Argentina hablando mejor el inglés. Bueno, pues, hasta pronto.

@@

*[10 second pause]*

**ENG** Listen to the message for the second time

*[3 second pause]*

*(Repeat from @ to @@)*

*[10 second pause]*

- Pres M2** Ejercicio 2: Números 6 a 12.  
*[3 second pause]*
- ¿Qué anuncian?  
*[3 second pause]*
- Mira los dibujos  
*[10 second pause]*
- Escribe la letra que corresponde mejor.  
*[3 second pause]*
- Ejemplo  
*[3 second pause]*
- =
- M1** Esta semana en Galerías Dos Mil hay rebajas. Todas las tiendas en un edificio. Para todas sus compras Galerías Dos Mil.  
==  
*[5 second pause]*  
(Repeat = to ==)  
*[5 second pause]*
- Escucha  
*[3 second pause]*
- ++
- Pres M2** Número 6
- F2** Nuevos o de segunda mano, todos nuestros coches tienen una cosa en común, están todos a los mejores precios.  
*[8 second pause]*
- Pres M2** Número 7
- M1** Liso, rizado, largo, corto, rubio, moreno. Aquí nos encanta tu pelo. Ven a vernos pronto.  
*[8 second pause]*
- Pres M2** Número 8
- F2** Ahora todas las canciones más conocidas de los años 80 en un solo disco. Toda tu música favorita por sólo 12 euros.  
*[8 second pause]*
- Pres M2** Número 9
- M1** Cuida tu piel con nuestra nueva fórmula. Paloma, el jabón para el siglo 21.  
*[8 second pause]*
- Pres M2** Número 10
- F2** Comida, muebles, ropa e incluso animales domésticos, éste es el mejor mercado al aire libre del mundo.  
*[8 second pause]*

**Pres M2** Número 11

**F2** Tú lo mereces. Tus ojos y tus labios son tu personalidad. El nuevo maquillaje para las mujeres más modernas.  
[8 second pause]

**Pres M2** Número 12

**M1** ¡Comunicar! Habla, envía mensajes de texto, haz fotos y compártelas con tus amigos. Con nuestro nuevo modelo todo es posible.  
+++  
[15 second pause]

**Pres M2** Escucha por segunda vez  
(Repeat from ++ to +++)  
[5 second pause]

**Pres F2** Ejercicio 3: Números 13 a 20

Tiempo libre  
[3 second pause]

Mira las frases  
[15 second pause]

Marca una señal en la casilla correcta.  
[3 second pause]

Ejemplo

**F1** @@  
Soy Ana. Vivo en la sierra. Los fines de semana en invierno, me pongo las botas y paso el día bajando la montaña.  
@@@  
[5 second pause]  
(Repeat from @@ to @@@)  
[5 second pause]

**PRES F2:** Escucha

**M1** ##  
Mi nombre es Luís. Después de las clases voy al gimnasio para entrenarme. Juego en varios equipos. También voy a la piscina o a la pista de hielo.  
[10 second pause]

**F1** Yo soy Celia. Hace dos años mis padres me compraron una máquina de coser. Me gusta mucho la ropa y resulta más barato hacerme ... faldas y pantalones ... que comprarlas.  
[10 second pause]

**M1** Aquí Rafa. Paso muchas horas tocando la batería. Sé tocar otros instrumentos también.

*[10 second pause]*

**F1** Hola, me llamo Emma. Paso mucho tiempo en casa con el ordenador. Escribo y mando muchos mensajes a mis amigos.

*[10 second pause]*

**M1** Me llamo Paco. Me gusta mucho ir a la discoteca. Voy a clases de flamenco y salsa.

*[10 second pause]*

**F1** Yo soy Diana. A mi familia nos gusta sacar las cañas y bajar al río. Pasamos unas horas allí. ¡Ayer cogimos cuatro truchas!

*[10 second pause]*

**M1** Me llamo Pablo. Desde niño pequeño leo todo tipo de cosa: revistas; periódicos; novelas; historias. Actualmente, me interesan mucho unos escritores americanos.

*[10 second pause]*

**M2** Hola, yo me llamo Mario. Mi pasatiempo preferido es preparar cenas e invitar a mis amigos.

###

*[10 second pause]*

**Pres F2** Escucha por segunda vez.  
*(Repeat from ## to ###)*

**Pres Eng** That is the end of Section 2.

**ENG Section 3**

There are 5 exercises in this section

**Pres F2** Ejercicio 1: Números 1 a 8

Describe a estas personas.  
*[3 second pause]*

Mira la lista.  
*[15 second pause]*

Para cada persona escribe la letra que corresponde mejor.  
*[3 second pause]*

Ejemplo

María-José  
*[3 second pause]*

+

**F1** No estoy contenta, mi vida es terrible.  
++  
*[5 second pause]*  
(Repeat + to ++)  
*[3 second pause]*

Escucha

£

**Pres F2** Silvia  
*[3 second pause]*

**F2** ¡Qué sorpresa! Me encanta recibir regalos. Muchas gracias, no lo esperaba.  
*[5 second pause]*

**Pres F2** Margarita  
*[3 second pause]*

**F1** Tenía dolor de cabeza pero ahora no me duele. Estoy recuperándome.  
*[5 second pause]*

**Pres F2** Clara  
*[3 second pause]*

**F1** ¿Por qué el profesor de matemáticas siempre me insulta? ¡Qué antipático!  
*[5 second pause]*

**Pres F2** Antonio  
*[3 second pause]*

**M1** Otra vez tengo muy buenas notas en todas mis asignaturas.  
*[5 second pause]*

- Pres F2** Roberto  
[3 second pause]
- M2** Mi novia, ¿Qué te puedo decir? Es guapa, simpática, bondadosa.....es perfecta...  
[5 second pause]
- Pres F2** Carlos  
[3 second pause]
- M1** Compré estas píldoras para perder unos kilos, pero fue mentira; no pasó nada.  
[5 second pause]
- Pres F2** Alejandro  
[3 second pause]
- M2** No sé qué hacer. Una persona dice una cosa, otra persona dice otra. ¿Qué hago?  
[5 second pause]
- Pres F2** Emilia  
[3 second pause]
- F1** Un niño se cayó al agua. Yo me eché al río y logré salvarle la vida.  
££  
  
[10 second pause]
- Pres F2** Escucha por segunda vez.  
(Repeat £ to ££)  
[20 second pause]
- Pres M1** Ejercicio 2: Números 9 a 12
- Un concurso en la televisión: Gran Hermano.  
[3 second pause]
- ¿Qué opinan Ana y Gabriela?  
[3 second pause]
- Lee las preguntas  
[15 second pause]
- Marca una señal en la casilla correcta.  
[3 second pause]
- Ejemplo
- \$
- F1** Ana, ¿Qué te parece Antonio? Es muy guapo ¿no?
- F2** Sí, es verdad. Es guapo pero pasa demasiado tiempo en el cuarto de baño.  
\$\$  
[5 second pause]  
(Repeat from \$ to \$\$)  
[3 second pause]

Escucha

%

**F1** Para mí la mejor es Lisa. Es amiga de todo el mundo y muchos hombres votarán por ella.

**F2** A mí no me gusta tanto. Nunca comprende nada. Nunca habla de nada serio.  
[5 second pause]

**F2** Pero, Natalia, ¿Qué te parece Natalia? Dicen que es totalmente mala persona pero yo no estoy de acuerdo.

**F1** Tienes razón. Es una persona con muchos aspectos diferentes en su carácter pero no es difícil de comprender.  
[5 second pause]

**F1** El más inteligente es Guillermo ¿no? Pero no puede ganar porque siempre intenta engañar a los otros.

**F2** Sí, tienes razón. Guillermo no es honesto.  
[5 second pause]

**F1** ¿Cuál te parece la mejor de las chicas?

**F2** Penélope, por supuesto. Siempre piensa en los demás. Siempre considera otros puntos de vista, especialmente si se trata de Antonio.

**F1** Es verdad. A ver quien va a ganar.  
%%  
[10 second pause]

**Pres M1** Escucha por segunda vez  
[3 second pause]  
(Repeat % to %%)  
[20 second pause]

**Pres M2** Ejercicio 3: Números 13 a 17

Las nuevas modas para 2008  
[3 second pause]

Un reportaje en la radio  
[3 second pause]

Lee las frases.  
[20 second pause]

Completa las frases en español.  
[3 second pause]

Ejemplo  
[3 second pause]  
^

**F2** A todos nos interesa la moda. Pues, para el año 2008 parece que los colores más populares serán el rojo contrastado con el verde.



^^

*[5 second pause]**(Repeat from ^ to ^^)**[5 second pause]*

Escucha

&amp;

**F2** Según parece, las faldas van a subir un poco para la primavera, más cortas sí, aunque mini-falda no.

*[5 second pause]*

En cuanto a los diseños, pues el año que viene las flores estarán de moda.

*[5 second pause]*

Para los hombres es ‘adiós’ al traje y ‘hola’ a chaquetas con pantalones que contrastan.

*[15 second pause]*

Para el invierno no saldrá nadie sin su bufanda, el complemento del año.

*[5 second pause]*

Si te gusta tener siempre lo último en tecnología con el nuevo teléfono con navegación por satélite nunca perderás el camino.

&amp;&amp;

*[20 second pause]*

**Pres M2** Escucha por segunda vez

*[3 second pause]**(Repeat & to &&)**[20 second pause]*

**Pres F1** Ejercicio 4: Números 18 – 21

*[3 second pause]*

Las opiniones de los jóvenes españoles sobre los temas de hoy

*[3 second pause]*

Mira las listas.

*[15 second pause]*

Para cada persona escribe la letra del tema y la letra de la opinión.

*[3 second pause]*

Ejemplo

*[3 second pause]*

&amp;

**M2** Mariana, ¿Qué opinas tú de la influencia de la televisión?

**F2** Pues, no sé si la televisión es una cosa buena o no. No puedo decidir.

&amp;&amp;

*[5 second pause]**(Repeat from & to &&)**[3 second pause]*

Escucha

\*

- M2** Nekane, ¿Qué te parece la nueva tecnología, los ordenadores por ejemplo?
- F1** Bueno, yo temo que pueda causarles daño a los niños, a los ojos por ejemplo.  
*[8 second pause]*
- M2** Susana, ¿tú crees que estamos arruinando nuestro planeta con la cantidad de basura que echamos?
- F2** Bueno, es posible, pero una sola persona no cambia nada. Tenemos que trabajar juntos.  
*[8 second pause]*
- F1** ¿Y tú, Eduardo? ¿Piensas que la adicción es un problema serio para los jóvenes de hoy? ¿Qué podemos hacer?
- M2** Pues, en mi opinión la situación es compleja. Hay muchos puntos de vista y muchas ideas diferentes.  
*[8 second pause]*
- F1** Antonio, ¿Piensas que hoy en día hay una falta de respeto por parte de los hijos?
- M1** No, no...no diría eso. Yo creo que las cosas no siempre se quedan iguales.  
\*\*  
*[15 second pause]*
- Pres F1** Escucha por segunda vez.  
*(Repeat from \* to \*\*)*  
*[20 second pause]*

- ENG** Exercise 5: Numbers 22 to 26.  
[3 second pause]
- You will hear an interview with Enrique Santos Garrido, who has just had his 100th birthday.  
[3 second pause]
- Read the questions.
- Listen to the interview and answer the following questions in English
- Example.  
~
- F2** Dígame, Señor Santos ¿Cuándo fue su cumpleaños?
- M2** Cumplí los cien años el martes pasado pero la verdad es que no estoy seguro de la fecha exacta que nació.  
~~  
[5 second pause]  
(Repeat from ~ to ~~)  
#
- Eng** Listen.  
Numbers 22 and 23
- F2** Bueno, me imagino que usted habrá visto enormes cambios en su vida.
- M2** Sí, por supuesto. Yo nació en el campo y entonces los campesinos llevaban una vida económicamente mucho más dura que hoy. Ahora esta gente puede comprar lo que quiera.
- F2** ¿Cómo ve usted la vida moderna?
- M2** Mire, yo no soy uno de estos viejos que dicen que todo era mejor en el pasado, porque no es así. Yo creo que el mundo de hoy es mucho mejor.  
[15 second pause]
- Eng** Numbers 24 and 25
- F2** Para usted, ¿cuál es lo mejor de cumplir los 100 años?
- M2** Pues, esa no es una pregunta fácil. Hay muchas cosas buenas, he llevado una vida muy afortunada, ¿sabe?
- F2** Sí, pero ¿Qué es lo que le gusta más de llegar a esta edad?
- M2** Pues ... tener la mente tranquila, no tener que preocuparme.
- F2** ¿Tiene esperanzas para los jóvenes de hoy o cree que malgastan sus oportunidades?
- M2** La verdad es que en el fondo los jóvenes son los jóvenes. A mí, al fin y al cabo, los jóvenes no me caen mal.  
[15 second pause]
- Eng** Number 26

- F2** Y Señor Santos, ¿a qué debe usted su vida tan larga?
- M2** Pues, no he hecho nada en particular. Pues es verdad que en varias ocasiones he estado muy enfermo pero si he podido recuperarme será gracias a la suerte, y nada más.
- F2** Señor Santos, muchas gracias.
- M2** A usted.  
##  
[15 second pause]  
(Repeat from # to ##)  
[20 second pause]
- ENG** Listen for the second time.
- ENG** That is the end of Section 3.

**Mark Scheme 2382 01/02**  
**June 2007**

## 1.1 SCHEME OF ASSESSMENT

<b>Foundation Tier</b>		<b>Marks</b>
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
<b>Total</b>		<b>50</b>

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

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

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

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

<b>2</b>	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.
<b>1</b>	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner

**Section 3 Narrative Role Play****8 marks**

<b>8</b>	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
<b>7/6</b>	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.
<b>5/4</b>	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.
<b>3/2</b>	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
<b>1/0</b>	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**

<b>4</b>	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
<b>3</b>	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
<b>2</b>	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
<b>1</b>	Performance needs considerable examiner assistance to elicit material.
<b>0</b>	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**

<b>10</b>	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.
<b>9/8</b>	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.
<b>7/6</b>	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.
<b>5/4</b>	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.
<b>3/2</b>	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.
<b>1/0</b>	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**

<b>20/19</b>	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.
<b>18/17/16</b>	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.
<b>15/14</b>	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.
<b>13/12/11</b>	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.
<b>10/9</b>	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
<b>8/7</b>	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.
<b>6/5/4</b>	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
<b>3/2</b>	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.
<b>1/0</b>	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 2007**

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

- 1 G
- 2 D
- 3 C
- 4 B
- 5 H

5 marks

**Ejercicio 2: Preguntas 6-11**

- 6 F
- 7 A
- 8 B
- 9 G
- 10 D
- 11 E

6 marks

**Ejercicio 3: Preguntas 12-18**

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

7 marks

**Ejercicio 4: Preguntas 19-24**

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

6 marks

**Ejercicio 5: Preguntas 25-30**

- 25 H
- 26 A
- 27 F
- 28 E
- 29 B
- 30 D

6 marks

**Section 1: 30 marks]**

**Section 2****Ejercicio 1: Preguntas 1-5**

C E F G J

5 marks

**Ejercicio 2: Preguntas 6-12**

- 6 Alicia
- 7 Francisco
- 8 Manolo
- 9 Jorge
- 10 Conchita
- 11 Lola
- 12 Antonio

7 marks

**Ejercicio 3: Preguntas 13-20****Accept****Reject**

13 anual

14 tomates

15 cerca

16 transporte público

17 finales

18 doce / 12 / dose

dos / doc

19 sitio

20 nerviosas

8 Marks

**Section 2: 20 marks]**

## Section 3

## Ejercicio 1: Preguntas 1-7

- 1 F  
2 J  
3 G  
4 E  
5 C  
6 A  
7 B

7 marks

## Ejercicio 2: Preguntas 8-16

- 8 J  
9 D  
10 F  
11 E  
12 K  
13 A  
14 H  
15 C  
16 L

9 marks

## Ejercicio 3: Preguntas 17-21

- 17 A  
18 A  
19 B  
20 C  
21 A

5 marks

## Ejercicio 4: Preguntas 22-25

	<u>Accept</u>	<u>Reject</u>
22	(una serie de) motores (dentro de la cabeza)	Answers starting with 'gracias a' / una cara humana
23	las emociones (de los humanos) us mociones y sus palabras	Straight lift from passage Answers starting with 'entiende' Su tono de voz y sus palabras
24	(utilizando) una pantalla / (la) cama / la escuela	La televisión
25	levanta la mano (accept all forms of verb unless invalidates)	Utiliza un control, etc

4 marks

**Ejercicio 5: Questions 26-30**

	<b><u>Accept</u></b>	<b><u>Reject</u></b>
<b>26</b>	Guilty (or similar expression) feels bad / sorry / feels sorry for leaving the dogs / them Misses them Culpable / his fault	Sad / upset / cruel Feels sorry <u>for the dogs / them</u>
<b>27</b>	He is now doing what he most / really / truly wants to do	References to 'having' or 'more than', eg. doing more than he wants to do It's what he most want to do
<b>28</b>	Selling most records / discs / CDs / in Spanish / own language (here / USA) Sold most records (here) before recording in English Sang in Spanish, not English	References to latinos being hard-working
<b>29</b>	(Important to) take advantage of / make the most of / make use of / seize / grab / exploit (any) opportunity / chance Must include verb	Give / have / create / provide an opportunity Specific opportunities
<b>30</b>	He will always try to prove / test himself / excel / surpass himself / do better	Be the best (superstar) Do his best Be famous

5 marks

**Section 3: 30 marks**





**Mark Scheme 2384 01/02**  
**June 2007**

**Mark Scheme for OCR GCSE Writing Papers****Foundation Tier Scheme of Assessment****Section 1**

<b>Question 1</b>	<b>Communication 8)</b>	8 marks
<b>Question 2</b>	(Communication 6, Accuracy 3)	9 marks
<b>Question 3</b>	(Communication 6, Quality of Language 7)	13 marks

(Communication	20
Quality of Language	7
Accuracy	3)

**Total** **30 marks**

**Section 2**

Communication	10
Quality of Language	6
Accuracy	4

**Total** **20 marks**

**Foundation Tier Total** **50 marks**

**Higher Tier Scheme of Assessment****Section 2**

Communication	10
Quality of Language	6
Accuracy	4

**Total** **20 marks**

**Section 3**

Communication	10
Quality of Language	14
Accuracy	6

**Total** **30 marks**

**Higher Tier Total** **50 marks**

**Detailed mark scheme****Section 1****Question 1****Communication** – 8 items at 1 mark each**8 marks**

Mark for communication using the principle “if in doubt sound it out”. Allow cognates.  
Do not allow cognates other than the target language.

**Question 2****Communication** – 6 items at 1 mark each per recognisable item**6 marks****Accuracy****3 marks**

<b>3</b>	at least 5 items written accurately
<b>2</b>	at least 3 items written accurately
<b>1</b>	at least 1 item written accurately

**Question 3****Communication****6 marks**

<b>6-5</b>	meets all or most of the requirements set
<b>4-3</b>	some omissions in fulfilling task
<b>2-1</b>	only very intermittent response to task
<b>0</b>	fails to respond to task set

**Quality of Language****7 marks**

<b>7-6</b>	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
<b>5-4</b>	Restricted range of vocabulary Short sentences succeed in communicating simple points Despite regular errors, the writing often conveys a clear message
<b>3-2</b>	Individual vocabulary items or short phrases
<b>1-0</b>	The language conveys little or no message

**TOTAL****30 marks**

## Section 2

## Communication

10 marks

10-8	All the points of the task are communicated Communicates personal opinions Despite errors, conveys a clear message factually and/or imaginatively, including past, present and future events where required by the task
7-5	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
4-2	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 word in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tense" which are inappropriate in the target language, failure to mention tasks or complete non-sequiturs.

## Quality of Language

6 marks

6-5	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
4-3	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
2-1	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

4-3	There is more accuracy than inaccuracy The writing is sufficiently accurate to enable a clear message to be conveyed
2-1	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

## TOTAL

20 marks

## Section 3

## Communication

10 marks

<b>10-9</b>	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.
<b>8-7</b>	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
<b>6-5</b>	<i>All the points of the task are communicated in some detail</i> <i>Communicates personal opinions in some detail</i> Communicates a very clear message in factual and/or imaginative writing
<b>4-3</b>	<i>All the points of the task are communicated</i> Communicates personal opinions Despite errors, conveys a clear message factually and/or imaginatively, including past, present and future events where required by the task
<b>2-1</b>	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
<b>0</b>	Much ambiguity and omission. Only sporadically comprehensible

## Quality of Language

14 marks

<b>14-12</b>	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.
<b>11-9</b>	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.
<b>8-6</b>	A range of structure, vocabulary and idiom Some variety of clause types, eg subordinate clauses Verb tenses used effectively but with limitations Fairly fluent with some degree of control
<b>5-3</b>	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
<b>2-1</b>	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
<b>0</b>	The language conveys little or no message

## Accuracy

6 marks

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

TOTAL

30 marks

MARK SCHEME FOR WRITING

EXAMPLES OF ACCEPTABLE ANSWERS
--------------------------------

Spanish (2384 01, 02)

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

## SECTION 1

## Question 1

## ACCEPTABLE

## UNACCEPTABLE

- 1 Words must be in Spanish...

*chaqueta**botas**limonada**tomate**jacket**bottes**lemonade**tomato*

... or may be identically spelt English words, having the same meaning in Spanish...

*chocolate**Fanta**radio*

- 2 Words must be relevant within the meaning of the question, ie they must be things capable of being taken on holiday (though they do not need to be confined to those illustrated on the question paper)...

*coche**perro**balón**pisos**grande**cocina*...but they must **not** be the example...*pasaporte*

- 3 Words must be written such that they would be comprehensible to a sympathetic native speaker of Spanish...

*gaffas**livros**gaffers**leevros*... 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...*binno**camysetta**beano**cammisetter*

- 4 Words are not invalidated by erroneous additional material...

*longas pantalón**leche littro**zapattos maroon*

- 5 Words are not invalidated by erroneous accentuation...

*pantalon**billeté*

- 6 Up to two variations of the same concept are accepted in the list

*pantalón largo* (✓)*pantalón corto* (✓)*pantalón rojo* (X)

## Question 2

## COMMUNICATION

## ACCEPTABLE

## UNACCEPTABLE

- 7 Nouns, verbs and phrases must be relevant within the meaning of the question, ie 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	<i>miro</i>	<i>leer</i>
	<i>escuché</i>	<i>llevo</i>
No. 2	<i>dormitorio</i>	<i>cocina</i>
	<i>cuarto</i>	<i>club</i>
No. 3	<i>escucho</i>	<i>escribir</i>
	<i>toco</i>	<i>estar</i>
No. 4	<i>salón</i>	<i>dormitorio</i>
	<i>cuarto</i>	<i>garaje</i>
No. 5	<i>desayuno</i>	<i>restaurante</i>
	<i>bebo</i>	<i>café</i>
No. 6	<i>cocina</i>	<i>dormitorio</i>
	<i>casa</i>	<i>salón</i>

- 8 Words are not invalidated by erroneous additional material, provided it does not obscure the meaning...

No. 1	<i>veo gusto</i>	<i>veo nada</i>
No. 2	<i>cuarto dormir</i>	<i>cuarto baño</i>
No. 3	<i>escucho music</i>	<i>escucho bocadillos</i>
No. 4	<i>sala sofá</i>	<i>salón hotel</i>
No. 5	<i>como leche</i>	<i>desayunar silla</i>
No. 6	<i>habitacion cocinas</i>	<i>sala ventana</i>

- 9 Repetition of words or phrases is not acceptable. When the same word is used more than once, it is credited only on its first appearance (See *dormitorio* and *salón* above).

## QUALITY

## ACCEPTABLE

## UNACCEPTABLE

- 10 "Plus" marks for Quality are awarded for spelling. They are awarded when the main word (usually the noun or the verb) in the candidate's response is spelt correctly...

<i>miro pocco</i>	<i>mero pocco</i>
<i>escucho musique</i>	<i>escucho música</i>



## Question 3

## COMMUNICATION

## ACCEPTABLE

## UNACCEPTABLE

- 11 The Candidate must convey fully the meaning cued by each stimulus, using a note, phrase or sentence, ie the idea(s)/concept(s) of the stimulus must be communicated (without having to show grammatical accuracy)...
- |       |                           |                     |
|-------|---------------------------|---------------------|
| No. 1 | <i>Yo estoy in Espana</i> | <i>Benidorm</i>     |
| No. 2 | <i>Es bonita</i>          | <i>Grande</i>       |
| No. 3 | <i>Estoy con amigos</i>   | <i>Yo familia</i>   |
| No. 4 | <i>Hace calor</i>         | <i>Con sol</i>      |
| No. 5 | <i>Voy a la piscina</i>   | <i>Fútbol playa</i> |
| No. 6 | <i>Me gusta el hotel</i>  | <i>Gusto compra</i> |
- 12 Answers are not invalidated by erroneous additional material, provided it does not obscure the meaning...
- No. 5 *Voy a piscina con mi nobbio*    *Voy a piscina en mi habitacion*
- 13 Repetitions are acceptable. For example, most of the Tasks could begin with: *En Torremolinos*. But because the demands of the different Tasks are varied, provided the Candidate conveys the different meanings, such a repetition would not matter.

## QUALITY

- 14 IN THE 6 -7 BAND: Candidate responses would be expected to be sentences, and three of the verbs might well be correct...
- Barcelona es muy grande*  
There may be attempts at linkages...  
*Juego futbol y voy al disco*  
Errors will not obscure the communication...  
*Me gustan ir a las teindas*
- 15 IN THE 4 -5 BAND: Some responses may be sentences, and one or two of the verbs will be correct...
- Spelling errors will begin to obscure the communication...  
*Mi gustan ir alas tendas*
- 16 IN THE 2 -3 BAND: Responses will tend to be notes or phrases ...  
*A playa tardes*  
Spelling errors will seriously affect the communication...  
*Mi gustos ira tiedas*

## 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 the point where the Candidate has recognisably attempted to address each task. The Examiner then assesses the degree of success in the Candidate's communication and indicates it on a four-point scale as follows:

- **To** shows that the Candidate has failed to communicate anything relevant (or has omitted the task altogether),  
eg q2, t4 (Question 2, Task 4): *En un año viene fue vacaciones Warwick*
- **T-** The Candidate has achieved partial communication (see below),  
eg *El año viene ir Warwick vacaciones de colegio* .
- **T** The Candidate has achieved acceptable communication (see below),  
eg *El año que viene voy a ir Warwick para mis vacaciones de colegio*.
- **T+** The Candidate has achieved acceptable communication and has been able to provide further relevant material,  
eg *El año que viene voy a Warwick en junio con el colegio para visitar el castillo y el teatro a Stratford*.

ACCEPTABLE  
COMMUNICATION

PARTIAL  
COMMUNICATION

- 17 The tense of the verb must be logical as required by the task...  
Q1t1 *Estaba en el hospital en mayo*     *Estaré en el hospital en mayo*
- 18 Provided the other information in a task is correct, a task is acceptably completed when it contains a verb that *indicates* an appropriate tense...  
Q2t1 *Yo viajado en tren y en coche*     *Yo viajado para el vuelo*  
Q1t4 *Viernes próximo voy al club*     *Voy al club viernes pasado*
- 19 Future time frames or time references are acceptable in a variety of forms...  
*Voy al partido mañana*  
*Iré al partido mañana*  
*Quiero ir al partido mañana*  
*Espero ir al partido mañana*
- 20 An important element in the Communication criteria (top band) is the Candidate's ability to express an opinion. Opinions, as Tasks, can be classified. The Examiner places a letter "O" in the right-hand margin and, as before, "O+" would represent a fuller, more complex opinion, eg Q1t2: *A mí me encantaron ...*

SUCCESSFUL  
COMMUNICATION

ATTEMPTED BUT UN-  
SUCCESSFUL COMMUNICATION

Q1t3 *Creo que el hospital esta bien*  
Q2t3 *Me gustó la comida*

*Creo el hospital es bien*  
*La comida es bien*

## QUALITY

- 21 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". The examiner classifies tense usage by placing "P", "P-", "F" or "F-" in the right-hand margin...

## SUCCESSFUL

ATTEMPTED BUT  
UNSUCCESSFULQ1t1 *Tuve un accidente**Tení un accidente*Q2t1 *Fuimos a la playa**Fuemos a la playa*

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...

- 22 **C** Subordinate clause. This is where the Candidate uses clauses introduced by words such as ...  
*porque, que, quien(es), donde, mientras, a pesar de que, así, pues, cuando, como etc.*
- 23 **J** Justification. The Candidate explains the reason for an opinion, feeling or point of view...  
*Me gustó la comida allí porque soy vegetariano*  
*El castillo era lo peor del día porque llovió toda la tarde*
- 24 **L** "Lovely" lexical item. The Candidate relevantly uses a word which is effective and out of the ordinary.
- 25 **T** Tense. The Candidate shows the ability to employ more complex tense usage...  
*Me di cuenta de que había perdido...*  
*Si tuviera el tiempo, iría a...*
- 26 **V** Verbal construction. The Candidate uses more than the simple form of the verb...  
*Como mis hermanas debían salir a las ocho, ...*  
*Llevo siete meses trabajando en el restaurante*  
*Me dejaron pasar sin billete*



**Mark Scheme 2386  
June 2007**

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

**Scheme of Assessment**

**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, eg 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.



**General Certificate of Secondary Education Spanish 1928  
June 2007 Assessment Session**

**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	40	32	25	18	11	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2381/02	Raw	50	43	38	31	24	18	15	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	43	37	31	25	19	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2383/02	Raw	50	43	39	33	28	22	19	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	40	31	23	15	7	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2384/02	Raw	50	44	36	27	19	11	7	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	59	48	37	26	15	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)

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

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

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>Total No. of Cands</b>
<b>1928</b>	16.5	36.6	56.4	77.8	91.5	97.5	99.7	100.0	100.0	9036

For a description of how UMS marks are calculated see;  
[www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp](http://www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp)

Statistics are correct at the time of publication



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