

# **Mark Schemes for the Units**

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**June 2008**

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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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## 2381 01/02 Listening

### Section 1

Ex	Q	Gd	Expected Answers	Marks	Notes
1	1		<u>B</u>	1	
	2		C	1	
	3		B	1	
	4		C	1	
	5		A	1	
			<b>Total</b>	<b>5</b>	

Ex	Q	Gd	Expected Answer	Marks	Notes
2	6		A	1	
	7		B	1	
	8		B	1	
	9		C	1	
	10		A	1	
	11		A	1	
	12		B	1	
	13		C	1	
	14		B	1	
	15		C	1	
			<b>Total</b>	<b>10</b>	

Ex	Q		Gd	Expected Answers	Marks	Notes
3	16			C	1	
	17			B	1	
	18			F	1	
	19			D	1	
	20			E	1	
				<b>Total</b>	<b>5</b>	

Ex	Q		Gd	Expected Answers	Marks	Notes
4	21			A	1	
	22			H	1	
	23			G	1	
	24			B	1	
	25			F	1	
				<b>Total</b>	<b>5</b>	

Ex	Q		Gd	Expected Answer	Marks	Notes
5	26			D	1	
	27			A	1	
	28			B	1	
	29			G	1	
	30			F	1	
				<b>Total</b>	<b>5</b>	
				<b>Total for Section 1</b>	<b>30</b>	

## Section 2

Ex	Q	Gd	Expected Answers	Marks	Notes
1	1		B	1	
	2		C	1	
	3		A	1	
	4		A	1	
	5		B	1	
			<b>Total</b>	<b>5</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
2	6		F and K	2	
	7		H and A	2	
	8		R and P	2	
	9		M and G	2	
	10		N and J	2	
			<b>Total</b>	<b>10</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
3	11		A and E	2	Please be aware that there was an error with the numbering in this exercise in the Question Paper. An erratum notice was published.
	12		C and F	2	
	13		D	1	
<b>Total</b>				<b>5</b>	

<b>Total for Section 2</b>				<b>20</b>	
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## Section 3

Ex	Q	Gd	Expected Answers	Marks	Notes
1	1		D and M	2	
	2		C and L	2	
	3		F and H	2	
	4		B and K	2	
			<b>Total</b>	<b>8</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
2	5		C	1	
	6		B	1	
	7		A	1	
	8		B	1	
	9		A	1	
			<b>Total</b>	<b>5</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
3	10		Maria – tener éxito profesional	1	Candidates are not allowed to tick more than 7 boxes in total – marks are deducted if there are more than 7 ticks.
	11		Silvia – estar con su familia	1	
	12		Antonio – tener ocio	1	
	13		Alicia – ganar dinero	1	
	14		José – hacer algo creativo	1	
	15		Clara – encontrar trabajo	1	
	16		Pablo – tener una buena pension	1	
			<b>Total</b>	<b>7</b>	

Ex	Q		Gd	Expected Answers	Marks	Notes
4	17			<ul style="list-style-type: none"> <li>• pájaro/os/as (verde)</li> <li>• loro,</li> <li>• papagayo,</li> <li>• periquito.</li> </ul>	1	<ul style="list-style-type: none"> <li>• <b><u>Do not accept any answers in English in this exercise, unless they are near cognates which a Spanish speaker would recognise.</u></b></li> <li>• The 'j' needs to be there for a mark if the answer is pájaro, so pacaro is not acceptable.</li> <li>• No need to worry about the accent on the a, so pajaro is fine too.</li> <li>• Examples of birds which could feasibly be green are allowed for a mark, so 'loro', 'papagayo' etc. are fine, as some native speakers may interpret the tape-script in this way.</li> <li>• The wrong gender or number of the noun still scores a mark.</li> <li>• No need to insist on the 'verde'; the mark is for the bird, so even if an adjective is attached (eg grande) it can be ignored.</li> </ul>

18			<ul style="list-style-type: none"> <li>• serpiente/o/a/os/as,</li> <li>• sirpiente/o/a/os/as,</li> <li>• serpente/o/a/os/as.</li> <li>• sirpente/o/a/os/as.</li> <li>• víbora.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Any correct and recognisable species of snake eg 'pitón' would also be fine as candidates could not guess this without understanding that the tape script was referring to snakes.</li> <li>• For alternative renderings of serpiente it would be expected that the consonants should be in the correct place s-r-p-n-t, and that the intervening vowels would render a word recognisable to a native speaker.</li> <li>• The wrong gender or number of the noun still scores a mark.</li> </ul>
19			<ul style="list-style-type: none"> <li>• extraños/o/a/as/es,</li> <li>• estranios/o/a/es/as,</li> <li>• extranios/o/a/es/as,</li> <li>• estraños/o/a/es/as.</li> <li>• curiosa/a/es/as.</li> <li>• raros/o/a/os/es</li> <li>• extraordinarios/o/a/as/es</li> <li>• exótico/a/os/as</li> </ul>	1	<ul style="list-style-type: none"> <li>• Straños / stranios / extranjo /s should be rejected here, as should renderings like 'extra años' where the word is split in two indicating that candidates have written what they heard but do not really know the word.</li> <li>• Insist on the initial 'e' in renderings of extraño. Any other recognisable word in Spanish meaning 'out of the ordinary' is also fine for a mark for the same reason as in 18.</li> <li>• The wrong gender or number still scores a mark.</li> </ul>

20			<ul style="list-style-type: none"> <li>• niño/a/os/as.</li> <li>• nino/a/os/as</li> <li>• chico/os/as,</li> <li>• jóven/es,</li> <li>• pequeño/a/os/as.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Here any recognisable word in Spanish implying that he was young is fine, as are things like 'no viejo'.</li> <li>• The wrong gender or number still scores a mark.</li> </ul>
21			<ul style="list-style-type: none"> <li>• equitación,</li> <li>• equitation,</li> <li>• ekitación,</li> <li>• montar a caballo,</li> <li>• hípica,</li> <li>• caballo/a/os/as.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Any recognisable word in Spanish that means 'riding' or makes the link with horses shows the candidate has understood.</li> <li>• Mis-spellings of 'equitación' are fine as long as they are likely to be recognisable to a native speaker, as they indicate that the candidate has got the right word from the tape and has met it before.</li> <li>• The wrong gender or number of the noun still scores a mark.</li> <li>• Reject 'iquitacion' and 'exquitación' as they suggest candidates do not know the word.</li> </ul>
<b>Total</b>				<b>5</b>	

Ex	Q		Gd	Expected Answers	Marks	Notes
5	22			<ul style="list-style-type: none"> <li>to correct some lies</li> <li>tell the truth</li> <li>set the record straight</li> <li>she wanted to correct false things</li> <li>she has to correct her bad press</li> <li>to correct false rumours</li> </ul>	1	<ul style="list-style-type: none"> <li><b><u>Any answers in Spanish in this exercise do not gain the mark</u></b></li> <li>The key concepts for a mark are an implication that some lies have been told about her in the past <b>and</b> she wants to set the record straight. In the context of the question asked on the paper we assume the lies are told about her, but if the candidates make other references (eg. to Hollywood) this means no mark can be awarded because they have invalidated the answer.</li> <li>We are looking for both these elements for a mark to be given at this level.</li> <li>There must be a clear sense of 'correction' and/or a verb implying correction (eg correct / set straight etc) for a mark to be awarded, so 'a lot of lies were told about her in the past' or 'to correct all the lies in Hollywood' are not quite enough on their own, because there is no clear implication that she is setting the record straight about herself <b>now</b>.</li> </ul>

23			<ul style="list-style-type: none"> <li>• marriage</li> <li>• wedding</li> <li>• husband</li> <li>• be a housewife</li> </ul>	1	<ul style="list-style-type: none"> <li>• The key here is that getting married was the main option for girls of her generation. Anything that clearly states or implies this is fine for a mark.</li> <li>• Also accept alternative answers that do not invalidate the main point, so 'look after children and get married' or 'stay at home and get married', are fine.</li> <li>• However 'go out to work and get married' is wrong here because it is a <b>list</b> (defined as items which are <b>mutually exclusive</b>), and in such cases the <b>first</b> answer is accepted.</li> </ul>
24			<ul style="list-style-type: none"> <li>• can do more than housework,</li> <li>• women shouldn't just stay at home,</li> <li>• housework isn't enough for women,</li> <li>• they should get a job,</li> <li>• they should go out to work,</li> <li>• women should do more than iron and wash (or other examples of housework)</li> <li>• women have/can have/should have a larger role.</li> <li>• should be ambitious.</li> </ul>	1	<ul style="list-style-type: none"> <li>• The key here is that there must be a clear implication that women should be able to have a career outside the home.</li> <li>• Answers that focus wholly on the housework are rejected eg 'they don't like ironing' because the candidates have only picked out the word 'planchar' rather than understanding the point that is being made (some understanding of the word 'valemós' on the tape needs to be shown).</li> <li>• It is important to have that sense of there being a life for women outside the home for a mark to be awarded.</li> <li>• Reject interpretative guesses based on the reading of the question (eg 'they should do what they want' / 'they are just as good as men', etc.)</li> </ul>

	25			<ul style="list-style-type: none"> <li>• fed up,</li> <li>• tired of it,</li> <li>• had enough,</li> <li>• couldn't take it any more.,</li> <li>• didn't like it <b>any more</b>,</li> <li>• sick of it,</li> <li>• she needed a change.</li> </ul>	1	<ul style="list-style-type: none"> <li>• The key here is for there to be a sense of weariness in the answer, answers like 'didn't like it' alone are rejected, but 'didn't like it any more' implies a change of attitude and so is fine for a mark.</li> <li>• Reject 'too noisy' because candidates have just picked up on the fact that the new home is quieter.</li> <li>• Reject 'not happy', 'bored', 'she wanted to see/do other things'.</li> </ul>
	26			<ul style="list-style-type: none"> <li>• woods</li> <li>• trees</li> <li>• forests</li> <li>• woodland</li> <li>• jungle</li> <li>• copse.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Any answer that implies an area of land with more than one tree on it is fine, with the exception of garden alone.</li> <li>• However 'the garden and trees' would be ok: it doesn't count as a list because the two are <b>not</b> mutually exclusive.</li> </ul>
				<b>Total</b>	<b>5</b>	
				<b>Total for Section 3</b>	<b>30</b>	



**GCSE Spanish Listening 2381 June 2008 Tape Script****Eng**

You will now have finished the five minutes' reading time for this paper. The test will begin now.

**INSTRUCTIONS TO CANDIDATES:**

During this introduction you should tell the invigilator immediately if you have any difficulty in hearing the recording. Once the test has begun the tape will not be stopped.

Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.

Use blue or black ink.

Read each question carefully and make sure that you know what you have to do before starting your answer.

Answer **all** the questions.

Do **not** write in the bar codes.

Do **not** write outside the box bordering each page.

Write your answer to each question in the space provided.

**INFORMATION FOR CANDIDATES:**

The number of marks for each question is given in brackets [ ] at the end of each question or part question.

The total number of marks for this paper is 50.

Listen carefully to the instructions and follow the example for each exercise.

There will be pauses to give you time to read the questions and to write your answers.

You will hear all the recordings twice.

You may write your answers at any time during the test.

There is no Section 1 in this paper. **[Higher Tier only]**

Dictionaries are **not** allowed.

Open your booklet now.

**Section One**

*[3-second pause]*

There are **five** exercises in this section.

*[5-second pause]*

**Exercise 1: Questions 1 to 5**

*[2-second pause]*

You are in a car in Spain and listen to the satellite navigation instructions.

Look at the pictures.

*[10-second pause]*

For each instruction tick the correct box.

*[2-second pause]*

Example

!

**F1** A la derecha.

*[2-second pause]*

!!

**Repeat ! to !!**

**Eng** Now listen to the instructions for the first time.

£

Question 1

**F1** Conduce seis kilómetros.

*[5-second pause]*

**Eng** Question 2

**F1** Sigue todo recto.

*[5-second pause]*

**Eng** Question 3

**F1** En doscientos metros, a la izquierda.

*[5-second pause]*

**Eng** Question 4

**F1** Pasa por el túnel.

*[5-second pause]*

**Eng** Question 5

**F1** Entra en la ciudad.

*[2-second pause]*

££

Eng Now listen for the second time.

**Repeat £ to ££**

*[5-second pause]*

F2 Ejercicio 2: Preguntas 6 a 15

*[2-second pause]*

En el colegio.

*[2-second pause]*

Mira los dibujos.

*[15-second pause]*

Marca una señal en la casilla correcta.

*[2-second pause]*

Ejemplo

^^

M1 En mi colegio hay mil alumnos.

*[4-second pause]*

^^ ^^

**Repeat ^^ to ^^ ^^**

F2 Escucha por primera vez.

#

Pregunta 6

M1 Primero hay clase de ciencias.

*[4-second pause]*

F2 Pregunta 7

M1 Empieza a las 8 y 10.

*[4-second pause]*

F2 Pregunta 8

**M1** Es bastante aburrida.

*[4-second pause]*

**F2** Pregunta 9

**M1** El profe es muy viejo.

*[4-second pause]*

**F2** Pregunta 10

**M1** Luego durante el recreo tomo un refresco.

*[4-second pause]*

**F2** Pregunta 11

**M1** Mi mejor asignatura es la historia.

*[4-second pause]*

**F2** Pregunta 12

**M1** Me gusta porque visitamos muchos museos.

*[4-second pause]*

**F2** Pregunta 13

**M1** Esta tarde tenemos un partido de baloncesto contra otro colegio.

*[4-second pause]*

**F2** Pregunta 14

**M1** Normalmente tengo muchos deberes.

*[4-second pause]*

**F2** Pregunta 15

**M1** Mañana tengo examen.

*[4-second pause]*

##

F2 Escucha por segunda vez.

**Repeat # to ##**

*[5-second pause]*

F2 Ejercicio 3: Preguntas 16 a 20

*[3-second pause]*

El transporte.

Mira los dibujos.

*[10-second pause]*

Escribe la letra correcta.

*[2-second pause]*

Ejemplo

©

M2 Mira, hace buen tiempo hoy, ¿Por qué no vamos a pie?

*[4-second pause]*

©©

**Repeat © to ©©**

F2 Escucha por primera vez.

§

Pregunta 16

M1 Ya son las diez y media, ¡Date prisa o perdemos el autobús!

*[4-second pause]*

F2 Pregunta 17

F1 No sé qué pasa con este coche. No funciona.

*[4-second pause]*

F2 Pregunta 18

M1 Quisiera dos billetes para Madrid en el tren que sale a las dos y cuarto, por favor.

*[4-second pause]*

F2 Pregunta 19

M2 ¿Cuánto cuesta alquilar estos barcos?

*[4-second pause]*

F2 Pregunta 20

F1 Mira, aquí está el aeropuerto a la derecha.

*[5-second pause]*

§§

F2 Escucha por segunda vez.

**Repeat § to §§**

*[5-second pause]*

M2 Ejercicio 4: Preguntas 21 a 25

*[3-second pause]*

En casa.

Mira los dibujos.

*[10-second pause]*

Escribe la letra correcta para cada persona.

*[2-second pause]*

Ejemplo

✓

F2 Planchar esta camisa es imposible.

*[4-second pause]*

✓✓

**Repeat ✓ to ✓✓**

M2 Escucha por primera vez.

∇

Pregunta 21

F1 Ya es tarde. Tengo que fregar los platos.

*[4-second pause]*

M2 Pregunta 22

M1 Tengo que hacer las camas.

*[4-second pause]*

M2 Pregunta 23

M1 Mamá, ¿pongo la mesa?

*[4-second pause]*

M2 Pregunta 24

F2 ¡Cuánta ropa! Tengo que poner la lavadora.

*[4-second pause]*

M2 Pregunta 25

F1 ¿Me ayudas a limpiar las ventanas?

*[8-second pause]*

∇∇

M2 Escucha por segunda vez.

**Repeat** ∇ **to** ∇∇

*[5-second pause]*

M1 Ejercicio 5: Preguntas 26 a 30.

*[3-second pause]*

Me duele...

Mira el dibujo.

*[8-second pause]*

Escribe la letra correcta.

*[2-second pause]*

Ejemplo



**F2** Pues, a causa de mi rodilla ya no puedo jugar al fútbol.

*[4-second pause]*



**Repeat ♣ to ♣ ♣**

**M1** Escucha por primera vez.



Pregunta 26

**M2** No debo comer tanto chocolate. Ahora me duele el estómago.

*[4-second pause]*

**M1** Pregunta 27

**F2** ¡Ay mi cabeza! ¿Tienes aspirinas?

*[4-second pause]*

**M1** Pregunta 28

**F1** Para la garganta estas pastillas son muy buenas.

*[4-second pause]*

**M1** Pregunta 29

**M2** Escribo tanto en la clase de historia. Me duele la mano.

*[4-second pause]*



**M1** Pregunta 30

**F2** ¡ Ay, mis pies! Estos zapatos son demasiado pequeños.

*[4-second pause]*

♥ ♥

**M1** Escucha por segunda vez.

**Repeat ♥ to ♥ ♥**

*[5-second pause]*

**Eng** End of Section One.

*[5-second pause]*

Eng

**Section Two**

There are **three** exercises in this section.

*[3-second pause]*

Exercise 1: Questions 1 to 5

*[3-second pause]*

Audio-guide to a car museum in Cuba.

Look at the pictures.

*[8-second pause]*

For each question tick the correct box.

*[2-second pause]*

Example

↔

M2

Bienvenidos al museo de transporte de Cuba, uno de los museos más visitados de la isla.

*[5-second pause]*

↔↔↔

**Repeat ↔ to ↔↔↔**

Eng

Now listen to the audio-guide for the first time.

∇

Question 1

*[3-second pause]*

M2

A su izquierda vemos el coche más antiguo de nuestra colección, que es del año mil novecientos cinco.

*[5-second pause]*

Eng

Question 2

*[3-second pause]*

**M2** Se construyó en Estados Unidos y se presentó, como regalo de Navidad, al Presidente.

*[5-second pause]*

**Eng** Question 3

*[3-second pause]*

**M2** Otra curiosidad es que tiene motor eléctrico y no utiliza gasolina. Así no causaba ninguna contaminación, algo que hoy en día nos importa tanto.

*[5-second pause]*

**Eng** Question 4

*[3-second pause]*

**M2** En la segunda sala vemos una colección de motos. Tenemos muchas, incluso unas famosas americanas de los años cincuenta.

*[5-second pause]*

**Eng** Question 5

*[3-second pause]*

**M2** Finalmente no olvide nuestra tienda, que tiene como especialidad calendarios con fotos de todo tipo de vehículo y de todas las marcas.

*[10-second pause]*

▽▽

**Eng** Listen for the second time.

**Repeat** ▽ to ▽▽

*[5-second pause]*

**M2** Ejercicio 2: Preguntas 6 a 10

*[3-second pause]*

100 años de cambios y diferencias en España.

*[3-second pause]*

Mira las palabras.

*[10-second pause]*

Escribe las letras correctas.

*[3-second pause]*

Ejemplo

≈

**F2** Según la revista 'Vida', España ha cambiado mucho en los cien años desde la primera edición de la revista.  
Por ejemplo la comida. La comida de antes, pues era totalmente de España. Ahora viene de otros muchos países.

*[3-second pause]*

≈≈

**M2** Escucha por primera vez.

⌘

**F2** Primero la ropa. La ropa de antes, pues era much más formal. Es decir traje y corbata para el hombre, y la mujer no salía nunca sin su sombrero. ¡Qué comparación con los vaqueros y las camisetas de nuestros días!

*[5-second pause]*

Y los domingos. En cuanto a los domingos, pues antes todo el mundo iba a la iglesia. Ahora la sociedad ha cambiado y mucha gente elige pasar el domingo en el centro comercial.

*[7-second pause]*

Y el tiempo libre. ¿Qué decir del tiempo libre? Pues antes la gente solía visitar más a los tíos y a los abuelos. Ahora en cambio, todo el mundo se dirige al gimnasio o a la piscina en sus horas libres.

*[5-second pause]*

Otra cosa son las casas. En la casa de antes, pues no había nada de calefacción. Ahora la vida es más agradable. Además de calefacción central

tenemos lavaplatos, aspiradoras y mucho más para hacernos la vida más cómoda.

*[5 second pause]*

Y finalmente el transporte. El transporte de antes, pues en los pueblos de España todavía dependían de los caballos y los burros. ¡Qué cambio ahora, cuando hay tantos vuelos baratos que fácilmente puedes pasar el fin de semana en París, Roma o Londres!

*[10-second pause]*

ΣΣ

**M2** Escucha por segunda vez.

**Repeat Σ to ΣΣ**

*[5-second pause]*

**F1** Ejercicio 3: Preguntas 11 a 13

*[3-second pause]*

¿Adónde vamos de vacaciones?

*[3-second pause]*

Pablo y Ana hablan de las razones a favor y en contra.

*[3-second pause]*

Mira las palabras.

*[10-second pause]*

Escribe las letras correctas.

*[3-second pause]*

Escucha por primera vez.

Σ

**M2** Ana, ¿por qué no vamos otra vez a Francia? Está bien porque podemos ir en coche.

**F2** No, Pablo, este año quiero ir más lejos.

*[5-second pause]*

**M2** Pues, entonces Italia. A mí, me gustan mucho los monumentos: los castillos, las ruinas romanas.

- F2** Pablo, sabes perfectamente que necesito perder unos kilos yo no puedo comer esos postres italianos.  
*[5-second pause]*
- M2** Pues algo diferente entonces. ¿Por qué no vamos a Méjico? Por lo menos hablan español.
- F2** Pero Pablo, un viaje a Méjico sale muy caro.  
*[5-second pause]*
- M2** ¡Ya sé! Vamos a Irlanda y así podremos visitar a tu amiga de la universidad.
- F2** Buena idea querido. Pues, ¡está decidido!  
*[10-second pause]*  
 $\Sigma\Sigma$
- F1** Escucha por segunda vez.  
***Repeat  $\Sigma$  to  $\Sigma\Sigma$***   
*[5-second pause]*
- Eng** End of Section Two.  
That is the end of this test. *[Foundation only]*

**Eng Section Three**

There are **five** exercises in this section.

*[3-second pause]*

**M1** Ejercicio 1: Preguntas 1 a 4

*[3-second pause]*

Estos jóvenes, ¿qué ven en la televisión, y por qué?

*[3-second pause]*

Mira las listas

*[10-second pause]*

Escribe las letras correctas

*[3-second pause]*

Ejemplo

☞

**F1** Hola, soy Sofía. Me gustan los programas sobre la comida, porque un día quiero tener mi propio restaurante. Hace mucho tiempo que es mi sueño.

*[3-second pause]*

☞☞

**Repeat ☞ to ☞☞**

**M1** Escucha por primera vez.

☞

**F1** Soy Marta. Me importa mucho estar siempre informada y puesto que soy periodista, para mis artículos, necesito saber lo que pasa actualmente en el mundo.

*[5-second pause]*

**F2** Yo soy Juana. Me encantan los conciertos, pero tengo que verlos en la tele porque en casa no me dejan volver muy tarde.

*[7-second pause]*

**M1** Mi nombre es Iñaki. Me encanta el golf, pero sólo en la tele porque cuesta tanto ser miembro de un club. Pero, bueno, un día, quizás.

*[5-second pause]*

**M2** Aquí Mario. Me encantan los programas sobre la naturaleza y la historia, porque me ayudan mucho en el instituto.

*[5-second pause]*

⌘⌘

**M1** Escucha por segunda vez.

**Repeat ⌘ to ⌘⌘**

*[5-second pause]*

**F2** Ejercicio 2: Preguntas 5 a 9

*[3-second pause]*

Comprando una casa en España

Unos consejos

*[3-second pause]*

Lee las preguntas.

*[10-second pause]*

Marca una señal en las casillas correctas.

Ejemplo

⌘

**M1** Hoy en día gente de toda Europa está comprando casa en España.  
¿El sol de España le atrae? Antes de comprar la casa de sus sueños he aquí unos consejos que le podrán ser útiles.

*[3-second pause]*

⌘⌘

**Repeat ⌘ to ⌘⌘**

**F2** Escucha por primera vez.

⌘

Preguntas 5 y 6

*[3-second pause]*



**M1** Hay que investigar el barrio con mucho cuidado. ¿Hay tiendas? ¿Hay hospitales? ¿Hay transporte público? Estas cosas prácticas son importantes si va a estar contento en su nueva casa.

Si la casa necesita obras es importante saber el coste antes de firmar. Es importante considerar este aspecto en serio porque los errores se pagan caros.

*[5-second pause]*

**F2** Preguntas 7 y 8

*[3-second pause]*

**M1** Hay que tener un abogado con experiencia del mercado español.

Pero también es una buena idea hablar con la gente que vive al lado. Lo importante es estar lo mejor informado para no tener problemas más adelante.

*[5-second pause]*

**F2** Pregunta 9

*[3-second pause]*

**M1** Es aconsejable hablar con la oficina del alcalde para saber si hay futuros proyectos de construcción cerca de su casa.

*[8-second pause]*



**F2** Escucha por segunda vez.

**Repeat**  **to** 

*[5-second pause]*

**F1** Ejercicio 3: Preguntas 10 a 16

*[3-second pause]*

¿Vivir o trabajar? ¿Qué les importa a estas personas?

Mira la tabla.

*[15-second pause]*

Marca una señal en las casillas correctas.

*[3-second pause]*

Ejemplo



Francisco

**M1** Yo creo que hay que vivir y hay que trabajar. Las dos cosas son igualmente importantes y no hay que olvidarlo, especialmente en este mundo que va tan de prisa.

*[3-second pause]*



**Repeat** ✻ **to** ✻✻

**F1** Escucha por primera vez.



María

**F2** En mi opinión la ambición lo es todo. Hay que ir siempre adelante. Hay que ser el mejor en su trabajo. El segundo lugar no es para mí.

*[5-second pause]*

**F1** Silvia

**F2** Para mí lo más importante es pasar tiempo con mi marido y mi hija.

*[5-second pause]*

**F1** Antonio

**M2** Yo, pues, lo único que me importa es pasarlo bien. Yo no quiero morirme en la oficina. Hay que divertirse, ¿no?

*[5-second pause]*

**F1** Alicia

**F2** Yo soy peluquera, y francamente trabajo para comer. Es así de simple. Soy madre soltera y tengo que pagar el alquiler, la comida, la luz. Pues, necesito conservar mi trabajo.

*[5-second pause]*

**F1** José

- M1** Soy artista. Mi trabajo es mi vida. Vivo para pintar. Yo no podría trabajar en una oficina ocho horas al día.  
*[5-second pause]*
- F1** Clara
- F2** Hace tiempo que estoy en paro. No sé qué será de mí. El dinero no es problema porque mis padres me dan, pero no puedo estar siempre en casa.  
*[5-second pause]*
- F1** Pablo
- M2** Pues ahora tengo sesenta y cuatro años y voy a jubilarme el año que viene. Me preocupo mucho porque no sé si tendré lo suficiente para vivir en el futuro. Es un problema que nos enfrenta a muchos viejos.  
*[8-second pause]*  
★ ★
- F1** Escucha por segunda vez.  
**Repeat ★ to ★ ★**  
*[5-second pause]*
- M2** Ejercicio 4: Preguntas 17 a 21  
*[3-second pause]*  
Los animales de compañía.  
*[3-second pause]*  
Lee las preguntas.  
*[10-second pause]*  
Completa las frases en español.  
  
Ejemplo.  
■
- M1** ¡Oye Susana! ¿Viste ese programa ayer sobre los animales raros?
- F1** Sí, Ramón, ¡qué curioso! ¿no?  
*[3-second pause]*

■ ■

**Repeat ■ to ■ ■**

**M2** Escucha por primera vez.

○

**M1** ¿Qué te ha parecido aquel pájaro verde?

**F1** Pues decía muchas cosas pero ¡qué feo!

**M1** Sí, ¡y ese señor con las serpientes!  
¡Qué asco! Incluso dormían en su habitación. A mí esos animales me dan miedo.

*[10-second pause]*

**F1** ¿Por qué elige la gente esa clase de animales?

**M1** Supongo que gustan porque son extraños, pero yo no lo comprendo.

**F1** Y tú Ramón, ¿tienes un animal?

**M1** Ya no, pero de niño tenía una cobaya que se llamaba Pepita.

*[10-second pause]*

**F1** ¡Ay, qué bonita! Pues, para mí, como practico tanto la equitación, no hay nada como los caballos. Son tan amistosos e inteligentes.

**M1** Sí, es verdad.

*[10-second pause]*

○○

**M2** Escucha por segunda vez.

**Repeat ○ to ○ ○**

*[5-second pause]*

**Eng** Exercise 5: Questions 22 – 26

*[3-second pause]*

Interview. Carmen Revilla – a star from the 1960s.

*[3-second pause]*

Read the questions.

[10-second pause]

Answer the following questions in English.

Example



**M1** Hoy con nosotros, Carmen Revilla que acaba de publicar su autobiografía.

[3-second pause]



**Repeat** 😊 **to** 😊😊

**Eng** Listen for the first time.



**M1** Hola Carmen.

**F2** Hola, cariño.

**M1** Pues ¿por qué una autobiografía?

**F2** Bueno, porque sobre mis años en Hollywood ciertos periodistas han escrito muchas cosas y he querido corregir algunas mentiras.

[5-second pause]

**M1** ¿Por qué se hizo actriz?

**F2** Pues la mayoría de las mujeres de mi época vivían desde niñas esperando el día de la boda. Yo no quería eso, así que para mí era o el teatro o el convento, y yo de monja, pues....

**M1** ¿Y, de veras no quería casarse?

**F2** Hombre, ¡tuve cuatro maridos! Pero, en el fondo, yo siempre he creído que las mujeres valemos para algo más que fregar y planchar.

[5-second pause]

**M1** Y ¿su vida actual? ¿Contenta?

**F2** Pues la verdad... nunca más contenta. Hace tres años decidí que estaba completamente harta de Madrid y vine aquí a Galicia donde descubrí los bosques que me encantan, y de aquí ya no me muevo.

*[15-second pause]*

ΨΨ

**Eng** Listen for the second time.

**Repeat Ψ to ΨΨ**

**Eng** End of Section Three.  
That is the end of this test.

# 2382/5 01/02 Speaking

## 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.**

## 2383 01/02 Reading

### Section 1

Ex	Q	Gd	Expected Answers	Marks	Notes
1	1		A	1	
	2		C	1	
	3		E	1	
	4		H	1	
	5		B	1	
			<b>Total</b>	<b>5</b>	

Ex	Q	Gd	Expected Answer	Marks	Notes
2	6		H	1	
	7		F	1	
	8		A	1	
	9		C	1	
	10		G	1	
	11		D	1	
			<b>Total</b>	<b>6</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
3	12		A	1	
	13		B	1	
	14		A	1	
	15		B	1	
	16		A	1	
	17		A	1	
	18		C	1	
			<b>Total</b>	<b>7</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
4	19		Pablo	1	
	20		Manuel	1	
	21		Dolores / El padre de Dolores	1	
	22		Elena	1	
	23		María	1	
	24		Javier	1	
	25		Manolo	1	
			<b>Total</b>	<b>7</b>	

Ex	Q		Gd	Expected Answer	Marks	Notes
5	26			P	1	
	27			4	1	
	28			2	1	
	29			3	1	
	30			S	1	Allow 5 – can also obtain food from café/restaurant.
				<b>Total</b>	<b>5</b>	
				<b>Total for Section 1</b>	<b>30</b>	

## Section 2

Ex	Q	Gd	Expected Answers	Marks	Notes
1	1		4	1	
	2		11	1	
	3		3	1	
	4		6	1	
	5		10	1	
	6		9	1	
	7		5	1	
	8		7	1	
			<b>Total</b>	<b>8</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
2	9		naturaleza	1	
	10		difícil	1	
	11		estudiante	1	
	12		favorito	1	
	13		ayuda	1	
	14		tranquilidad	1	
	15		interés	1	
			<b>Total</b>	<b>7</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
3	16-20		C D G H M	5	<b>NB</b> If a candidate overticks, count the number of correct answers, then subtract the number of overticks. <b>Eg.</b> Candidate ticks <b>7</b> boxes and gets <b>5</b> correct: <b>5 – 2 = 3</b>
			<b>Total</b>	<b>5</b>	

			<b>Total for Section 2</b>	<b>20</b>	
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## Section 3

Ex	Q	Gd	Expected Answers	Marks	Notes
1	1		K	1	
	2		B	1	
	3		L	1	
	4		D	1	
	5		A	1	
	6		G	1	
	7		J	1	
	8		F	1	
	9		E	1	
	10		H	1	
			<b>Total</b>	<b>10</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
2	11		D	1	
	12		G	1	
	13		E	1	
	14		H	1	
	15		F	1	
	16		K	1	
	17		B	1	
	18		A	1	
	19		J	1	
			<b>Total</b>	<b>9</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
3	20		<ul style="list-style-type: none"> <li>(solicitar un) <b>aprendizaje</b></li> </ul>	1	<ul style="list-style-type: none"> <li>Key word is <b>aprendizaje</b> (key concept is the notion of training or apprenticeship).</li> <li>Solicitar (or synonyms) not required.</li> <li>If solicitar used, incorrect tense / person of verb / personal pronoun should not be penalised.</li> <li>Reject references to exams.</li> <li>Reject references to leaving school (too vague).</li> </ul>
	21		<ul style="list-style-type: none"> <li>la <b>lluvia</b></li> <li>(es muy) <b>duro</b></li> <li>(te pones) (muy) <b>sucio</b></li> <li>hay que trabajar a pesar de la lluvia.</li> <li>porque te pones muy sucio.</li> </ul>	1	<ul style="list-style-type: none"> <li>We can allow answers in full sentences which make sense, but reject lifts starting with: <ul style="list-style-type: none"> <li>“(y) eso es muy duro . . .”</li> <li>“(a) pesar de la lluvia . . .”</li> </ul> </li> <li>Incorrect form of te pones should not be penalised.</li> <li>Accept variations on spellings of lluvia, duro and sucio, as long as recognisable to sympathetic native speaker.</li> </ul>
	22		<ul style="list-style-type: none"> <li>Elefant(e)(s)</li> </ul>	1	<ul style="list-style-type: none"> <li>Reject: ele<b>ph</b>ant (English spelling).</li> </ul>
	23		<ul style="list-style-type: none"> <li>123</li> <li>ciento veintitrés</li> <li>cien veintitrés</li> <li>ciento veinte y tres</li> </ul>	1	<ul style="list-style-type: none"> <li>Number needs to be recognisable, but minor spelling errors can be accepted.</li> </ul>
	24		<ul style="list-style-type: none"> <li>(El zoo se abre) todos los días</li> <li>siete días</li> <li>cada día.</li> </ul>	1	<ul style="list-style-type: none"> <li>Key idea here is that the zoo is open <i>7 days a week</i>, ie every day.</li> </ul>

						<ul style="list-style-type: none"> <li>Reject: <ul style="list-style-type: none"> <li>a las ocho</li> <li>cinco días</li> </ul> </li> <li>Reject lift starting with: aunque el zoo . . .</li> </ul>
	25			<ul style="list-style-type: none"> <li>(se) ducha (e) (o) (s)</li> <li>(le) ducha (e) (o) (s)</li> <li>Allow lift from 'antes' or 'siempre' to end of sentence.</li> </ul>	1	<ul style="list-style-type: none"> <li>Allow all recognisable variations of ducharse. Candidates should not be penalised for spelling errors.</li> <li>Reject lift starting 'pero' or 'de' or 'todo'.</li> </ul>
				<b>Total</b>	<b>6</b>	

Ex	Q	Gd	Expected Answers	Marks	Notes
4	26		<ul style="list-style-type: none"> <li>to show that a child had become a (brave) adolescent.</li> <li>to show the passing from childhood to adolescence.</li> <li>to show a child was now an adolescent.</li> </ul>	1	<ul style="list-style-type: none"> <li><i>Must</i> also contain the idea of <i>showing</i>. Therefore allow all synonyms of show (eg prove, demonstrate, display, indicate, etc).</li> <li>For 'niño' allow child / boy / young person / youth.</li> <li>For 'adolescente' allow adolescent / teenager / <b>young</b> adult.</li> <li>Answer <i>must</i> emphasize the idea of <i>transition</i> from childhood <i>into</i> adolescence.</li> <li>Please note that childhood is <u>not</u> the same as adolescence.</li> <li>Please note that adolescence is <u>not</u> the same as adulthood, therefore reject any references to the latter.</li> <li>Reject references alone to showing strength/bravery.</li> </ul>

27			<ul style="list-style-type: none"> <li>• (illnesses of the) heart</li> <li>• heart condition</li> <li>• weak heart / heart problems</li> <li>• heart defect</li> <li>• good physical condition <b>plus</b> reference to heart.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Key word is <b>heart</b>.</li> <li>• Reject heart <i>attack</i> / heart <i>failure</i> (this is the result of the heart condition, not the heart condition itself).</li> <li>• Reject any mention of heart conditions <i>with</i> other problems (eg heart condition + asthma).</li> </ul>
28			<ul style="list-style-type: none"> <li>• wind(y)</li> <li>• velocity / speed of wind</li> <li>• strength of wind</li> <li>• how windy it is</li> <li>• what the wind is doing</li> <li>• if it's windy</li> </ul>	1	
29			<p><b>Any order:</b></p> <ul style="list-style-type: none"> <li>• parental permission</li> <li>• permission from fathers</li> <li>• (experienced) instructor</li> <li>• professional</li> <li>• trainer</li> <li>• coach</li> <li>• expert</li> </ul>	2	<ul style="list-style-type: none"> <li>• Permission <i>must</i> have reference to parents or father(s). We are accepting 'father(s)', as 'los menores' is plural.</li> <li>• Reject: permission from <i>any</i> adult / grown-up, as this is too vague; the emphasis <i>must</i> be on permission from parent / guardian.</li> <li>• Reject any combination of giving permission <i>and</i> monitoring them.</li> <li>• Key concept is of an <i>instructor or trainer</i> accompanying them. Any combination of instructor (or synonym) <i>plus</i> any other irrelevant person invalidates the answer.</li> <li>• Any reference to a '<i>monitor</i>' invalidates the answer (eg '<i>monitor</i> / instructor').</li> <li>• Reject also '<i>monitor</i>' used as a verb (eg somebody to monitor them), as this gives the idea of <i>looking</i></li> </ul>

						<p><i>after</i> them, <i>not</i> training them.</p> <ul style="list-style-type: none"> <li>Reject all references to being accompanied on its own (too vague), <u>or</u> by parents / elder adult / person / group leader / someone accompanying them.</li> <li>Reject: 'be accompanied by a person to look after them'.</li> </ul>
				<b>Total</b>	<b>5</b>	

## 2384 01/02 Writing

### WRITING PAPER MARK SCHEME

#### GCSE FRENCH (2354)/GERMAN (2364)/GUJARATI (2374)/SPANISH (2384)

#### Foundation Tier Scheme of Assessment

##### Section 1

Question 1	8 marks (Communication 8)
Question 2	9 marks (Communication 6; Accuracy 3)
Question 3	13 marks (Communication 6; Q of L 7)
Total for Communication	20 marks
Total for Quality of Language and Accuracy	10 marks
<b>Total for Section 1</b>	<b>30 marks</b>

##### Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
<b>Total for Section 2</b>	<b>20 marks</b>

**Total for Foundation Tier 50 marks**





**Question 3 Simple connected writing (message, email, fax, postcard)****[Total: 13 marks]****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>6-7</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>4-5</b>	Restricted range of vocabulary. Short sentences succeed in communicating simple points. Despite regular errors, the writing often conveys a clear message.
<b>2-3</b>	Individual vocabulary items or short phrases.
<b>0-1</b>	The language conveys little or no message.

**SECTION 1**

Communication 20 marks

Quality of Language &amp; Accuracy 10 marks

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

## SECTION 2

## Communication

[10 marks]

<b>8-10</b>	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.
<b>5-7</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>2-4</b>	The main points of the task and occasional additional details are communicated in sentence form.
<b>1</b>	The main points of the task are communicated in short sentences.
<b>0</b>	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]**

<b>5-6</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>3-4</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>1-2</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
<b>0</b>	Nothing of merit at this level.

**Accuracy [4 marks]**

<b>3-4</b>	There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
<b>1-2</b>	Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
<b>0</b>	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
<b>Total for Section 2</b>	<b>20 marks</b>

**Section 3**

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks
<b>Total for Section 3</b>	<b>30 marks</b>

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

## SECTION 2

## Communication

[10 marks]

<b>8-10</b>	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.
<b>5-7</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>2-4</b>	The main points of the task and occasional additional details are communicated in sentence form.
<b>1</b>	The main points of the task are communicated in short sentences.
<b>0</b>	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]**

<b>5-6</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>3-4</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>1-2</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
<b>0</b>	Nothing of merit at this level.

**Accuracy [4 marks]**

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

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

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]

<b>12-14</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>9-11</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>6-8</b>	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.
<b>3-5</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>1-2</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>4-5</b>	Writing is generally accurate. Errors do not significantly affect the meanings.
<b>2-3</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.

**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**

## 2384/01 Foundation Tier

## Section 1

Ex	Q	Gd	Expected Answers	Marks	Notes
1	1-8		food items, clothes, people, mesa(s), silla(s)	1 per answer	<p>No proper names. Accents/articles not essential</p> <p>Accept 1 unusual item (piscina, lámpara)</p> <p>Sound out misspelt words.</p> <p>No foreign words (unless the same in Spanish – chocolate)</p> <p>Accept brand names (max 2).</p> <p>Words must be relevant to the question, i.e. for a party.</p> <p>Accept 'fruta(s)' at this level; accept 'banana(s)', but reject 'banane(s)'</p> <p>Do not credit the example, unless additional detail given – música pop).</p> <p>Words are not invalidated by erroneous additional material – falda longa.</p> <p>Accept up to 2 variations of the same item with additional material - bebida(s), bebida(s) caliente(s)</p> <p>Mispelt words with a different meaning are not acceptable – lecho, fritas, patas fritas, fútbol.</p> <p>If in doubt, consult a dictionary.</p>

Ex	Q	Gd	Expected Answers	Marks	Accept	Reject
2	1		nado, hago la natación, nadamos, baño other tenses (first person)	1	infinitive (for communication)	natación (ON ITS OWN)
	2		piscina	1		piscine
	3		compro, voy de compras other tenses (first person)	1	voy compras infinitive (for communication)	compras (ON ITS OWN)
	4		ciudad, centro (comercial), (super)mercado, tienda(s), specific shops	1	Corte Ingles	chain stores – e.g. Topshop
	5		bebo, tomo + appropriate noun other tenses (first person)	1	Infinitive (for communication)	bebida
	6		playa, costa, mar, silla	1	named Spanish coast / town, mediterráneo	
			<b>Accuracy</b> Verbs must be in the first person (singular/plural/any tense). Nouns and verbs must be spelt correctly. (Ignore accents at this level.)			
				<b>5 or 6 items written accurately = 3</b> <b>3 or 4 items written accurately = 2</b> <b>1 or 2 items written accurately = 1</b>		
<b>Note that, if the verb is correct, Accuracy is not penalised because of any additional extraneous material</b>						

## Question 3, Communication

Ex	Q	Gd	Expected Answers	Marks	Notes
3	1		viajo / voy en /a coche / autobus / autocar/ pie etc.	1	<b>accept:</b> any tense in the first person (for each task) verb essential (for each task)
	2		hay / somos / tenemos / tengo / mi clase tiene (number / muchos / pocos) alumnos / estudiantes / niños / chicos / personas mi clase es grande / pequeña/o	1	
	3		empiezo / empezamos / empieza(n) a las ocho (horas), etc / temprano	1	<b>accept:</b> las ocho / a ocho
	4		como / almuerzo / ceno / desayuno en la/el cantina / comedor / cafeteria / patio etc	1	<b>accept:</b> voy / vuelvo a casa / a la ciudad / a MacDonalds etc tengo bocadillos . . .
	5		tengo uniforme mi uniforme es / llevo + appropriate item(s)	1	
	6		me gusta(n) / me encanta(n) / me chifla(n) prefiero / mi asignatura preferida/o / favorita/o es + appropriate subject	1	<b>reject:</b> mi favorito es + subject

## Question 3, Quality of Language

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

## Sections 2 and 3

For all mark categories in these sections, look at the criteria tables and fit the Communication / Quality of Language to the given factors. Try not to be influenced by one factor alone. If in doubt, work to a 'best fit' policy.

## SECTION 2

## Communication

[10 marks]

8-10	<p>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.</p>	<p>Be aware that Candidates may not attempt the tasks in the same order as set out on the question paper and that credit should be given for each separate task in whichever order attempted.</p> <p>The tense of the verb must be logical as required by the task.</p> <p>Future time frames or time references are acceptable – e.g. voy a ir / en el verano voy a + place / quiero ir.</p> <p>Provided the other information in the task is correct, the task is credited when it contains a verb in the appropriate tense - e.g. El año próximo voy a vivir en España. Task accomplished. Voy a vivir en España el año pasado. Partial communication.</p>
5-7	<p>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.</p> <p><b>Maximum mark if only 3 tasks communicated.</b></p>	
2-4	<p>The main points of the task and occasional additional details are communicated in sentence form.</p> <p><b>Maximum mark if only 2 tasks communicated.</b></p>	
1	<p>The main points of the task are communicated in short sentences.</p>	
0	<p>Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.</p>	

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.	<b><i>A correct example of each of the 3 time frames must be included. This is a minimum requirement and not automatic.</i></b>
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 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.	<p>If any task is missing, the communication mark is reduced by 1 band.</p> <p><b>Note that, in Section 3, A*, A and B grades are being targeted and the criteria for Communication are much more demanding.</b></p>
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.	<p>Examples of correct language usage to be credited are:</p> <ul style="list-style-type: none"> <li>subordinate clauses</li> <li>lovely lexical items</li> <li>justification of ideas or opinions</li> <li>complex tenses (había comido, sería)</li> <li>verbal construction (al llegar)</li> </ul> <p>For the Quality of Language mark variety and range are demanded.</p>
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]

<b>6</b>	The overall impression is one of accuracy, with very few major errors
<b>4-5</b>	Writing is generally accurate. Errors do not significantly affect the meanings.
<b>2-3</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.

## 2386 Writing Coursework

### 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)**

<b>20-19</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. The overall impression is one of accuracy. Secure, consistent and very fluent.
<b>18-17</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 with a degree of control and with very few major errors. Style appropriate to the purpose.
<b>16-15</b>	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.
<b>14-13</b>	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.
<b>12-11</b>	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.
<b>10-9</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
<b>8-6</b>	Restricted range of vocabulary. Short sentences succeed in communicating simple points.
<b>5-3</b>	Individual vocabulary items or short phrases. Very simple, occasionally successful, but with frequent errors obscuring comprehension.
<b>2-0</b>	Little or nothing of merit. The occasional word or phrase may be correct but the piece lacks structure or relies on inappropriate copying.

# Grade Thresholds

General Certificate of Secondary Education  
 Spanish (Specification Code 1928)  
 June 2008 Examination 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	35	28	22	16	10	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2381/02	Raw	50	41	35	28	21	15	12	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	38	32	27	22	17	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2383/02	Raw	50	46	41	35	30	24	21	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	38	29	21	13	5	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2384/02	Raw	50	42	34	25	17	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	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>	16.8	38.1	57.1	78.4	92.7	97.8	99.6	100.0	100.0	9043

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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