

**Oxford Cambridge and RSA Examinations**



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**OCR GCSE IN SPANISH**

**1928**

**TEACHER SUPPORT: COURSEWORK EXEMPLAR MATERIAL  
INCORPORATING COURSEWORK ADMINISTRATION PACK**

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# 1 INTRODUCTION

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These exemplar items of written Spanish coursework and accompanying notes aim to demonstrate the relationship between candidates' work and the assessment criteria for this component. These examples represent just a few approaches from a small number of candidates. They are not intended to be comprehensive and should not be interpreted prescriptively.

These items exemplify different standards of work. They mainly cover work which, if replicated in two other items of coursework, would lead to a grade for this component of close to Grade F, Grade C or Grade A, but also include some work which, if replicated in two other items of coursework, would probably attain Grade A\* for this component.

## 1.1 GUIDANCE ON MARKING

The criteria for assessment for GCSE Writing Coursework are to be found at Appendix C in the OCR GCSE specification in Spanish. These criteria are reproduced here, together with some other relevant paragraphs from Appendix C.

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## 2 COURSEWORK

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### 2.1 ASSESSMENT CRITERIA

In assessing a piece of work, teachers should make an initial evaluation of the possible grade range within which it should be marked. This decision should be taken on the basis of the type and quality of writing, as well as substance.

### 2.2 TYPE OF WRITING

A piece of work containing longer sequences using a range of structure, vocabulary and verb tense will be assessed in the range B, A, A\*. Candidates' sentences, which often contain a subordinate clause or another verbal construction, have generally accurate spelling and grammar, and a broad range of vocabulary, idiom and structure.

A piece of work containing linked sentences and using a range of tenses where appropriate will be assessed in the range D, C. Criteria essential for access to grade C, such as the use of a variety of tenses, need not be shown in each piece of candidates' work, but must be shown over the 3 pieces submitted, taken together.

A piece of work indicating an ability to write individual words, short sentences and set phrases will be assessed in the range G, F, E.

The grade descriptions should be consulted in determining the choice of grade range. For instance if a piece of work is to be assessed in the A\*–B range, it communicates feelings, attitudes and reasons, expresses and justifies ideas and points of view and uses more complex language, often using subordinate clauses and other verbal constructions. If the task involves copying of short phrases or adapting a model by substituting individual words and set phrases, assessment takes place in the G, F, E range.

This initial evaluation will set the top limit for awarding a grade. It is important, therefore, that assignments are set which allow candidates to meet the objectives and perform at their optimum level. Candidates whose written work is of a quality best assessed in the ranges G, F, E or D, C should be advised not to exceed 40 or 100 words. There is nothing to be gained by writing at great length as the type of writing limits the mark available.

### 2.3 LENGTH

For the grade range B, A, A\* the suggested length is 140–150 words. Candidates should submit a total of 400–500 words over three pieces taken together.

For the grade range D, C the suggested length is 90–100 words. Candidates should submit a total of 250–400 words over three pieces taken together.

For access to the full range of marks in the grade range E, F the suggested length is 40–85 words. Candidates should submit a total of 100–250 words over three pieces taken together.

A piece of work not exceeding a total of 40 words will be assessed in the range G, F, E. Work which has **20 words or fewer and/or shows no evidence of verb usage** is assessed on a restricted scale.

It is recommended that candidates should themselves count the words in their work and enter the total at the bottom of their work. Teachers should check these totals if necessary.

A word is defined as a written unit with a space before and after it, and with a hyphen or apostrophe accepted as part of the word. For example, *it's* is one word; *it is* is two words. Where a letter forms part of the coursework task, addresses and the date on which the letter was written do not form part of the word count. Quotations within the body of the candidate's work form part of the word count. Proper names and numerals do not form part of the word count.

## 2.4 WRITING COURSEWORK MARK SCHEME (2386)

### 2.4.1 Scheme of Assessment

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

### 2.4.2 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.  
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.
- 0–2 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.

### 2.4.3 Overall Assessment of Linguistic Quality

#### Quality of Language 20 marks (per item)

19–20	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.
17–18	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.

- 15–16 A range of structure, vocabulary and idiom.  
Some variety of clause types, e.g. subordinate clauses.  
Verb tenses used effectively but with limitations.  
Inaccuracy does not impede the expression of a range of meanings.  
Fairly fluent with some degree of control.
- 13–14 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.
- 11–12 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.
- 9–10 Basic range of vocabulary and structure.  
Effective for a variety of straightforward messages  
Some awareness of verb usage, with limited success.
- 6–8 Restricted range of vocabulary.  
Short sentences succeed in communicating simple points.
- 3–5 Individual vocabulary items or short phrases.  
Very simple, occasionally successful, but with frequent errors obscuring comprehension.
- 0–2 Little or nothing of merit.  
The occasional word or phrase may be correct but the piece lacks structure or relies on inappropriate copying.



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## 3 EXEMPLAR MATERIAL

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### 3.1 GRADE RANGE G, F, E TASKS

The mark scheme distinguishes between longer pieces of work with evidence of verb usage and work which is brief and/or shows no evidence of verb usage.

Suggested length is 40–85 words for access to the full range of marks at Grade E, F level. Candidates should submit a total of 100–250 words over three pieces taken together.

For access to Grade G, the suggested length is around 20 words. Candidates should submit a total of 50–100 words over three pieces taken together.

In most cases it is helpful to candidates, teachers and Moderators if sub-tasks are suggested. However, there are cases where this may not be appropriate. Where no sub-tasks are set candidates may either create their own or address the title globally.

Ejemplo:

Completa este formulario de reservación de hotel o campamento. Menciona:

- el número de personas
- las fechas de alojamiento
- tu nacionalidad

Work which has **20 words or fewer and/or shows no evidence of verb usage** is assessed on a restricted scale. This still allows the weakest candidates to show what they know and can do.

Example writing tasks generating less than 20 words are:

- lists requiring single words and set phrases
- diary entries
- short messages, postcards, emails or letters

## Candidate A

**Communication:** There is little or nothing of merit despite the word-count. There is much ambiguity and omission. Only sporadically comprehensible. 2/10

**Quality of Language:** The occasional phrase is correct but the piece lacks structure. 4/20

**Total: 6/30**

**Task:** Escribe una conversación entre una reina y un vagabundo. Escribe las preguntas y las respuestas y menciona la duración de la conversación.

Esta ser la conversion entre el reina y la vagabundo. El reina la nuevo tienda en el centre de London. Ella paseo por el ciudad la vagabundo ella para cambiar es cuando el reina principic a preguntar el vagabundo pregunta.

Que ser gustarie domnir en el cala invierno?

Ser horrible fro yo menudo haber el gripe.

Tu siemore tasca?

No, justo el ultimo cinco ono.

Tu haber amigo o familie?

No, yo solamente mi mama y papa, ellos veinte.

El ultimo tiempo tu comer la comida?

Yo solamente comer la comida yo recoger dinera.

El riena y el vagabundo para mas mitad la hora. El riena ella la placer.

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## Candidate B

**Communication:** With a word-count of 119, the candidate is likely to complete between 250 and 400 words in total across the three pieces. This does not mean he/she must score 6 or better for communication. The candidate has obviously used a dictionary without the necessary dictionary skills and only some basic information is communicated. The candidate does convey the idea of a happy hour and free wine if you spend more than 1000 pesetas so the candidate just avoids falling into the “little or nothing of merit” category. 3/10

**Quality of Language:** The candidate just escapes the “little or nothing of merit” category. The Spanish in the first, third to last and penultimate sentence could be considered to be occasionally successful, although frequent errors do obscure comprehension. 5/20

**Total: 8/30**

**Task:** Escribe un anuncio para un restaurante. Menciona la comida, las instalaciones y los precios.

*Jardin Esponol*

La nuevo restaurante en la centro de Costa del sol . En la menu por que paella,(plato arroz),sopa,y fruta Esponol. Ellos daz specials como Gazpacho y merluza a la romana. Ello especializar en café y vino nostros rayo ir Paul quien vi por ayer con el familia el exprsar qui excelente la comida muy simpatico y la servicio bueno.Ello servir inglas comida. Me estado otra por que en grande restaurante area y un bar ir relex.En un lunes, jueves, viernes y sabado, el menu del dia comer toda tu poder pora 9000 ptas y un hora feliz. Si tu gastar encima mil ptas, tu aux una botella de libre vino. Nostro setancia abierto hasta medioroche.

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## Candidate C

**Communication:** There is no sentence form but some basic information is communicated so 3 marks are scored. 3/10

**Quality of Language:** Very simple language. No short sentences. The errors in the task about the pool and the music impede comprehension. 5/20

**Total: 8/30**

**Task:** Rellena este formulario. Incluye tus datos personales, tu opinión de la piscina y tu opinión de la comida.

# Hotel Villa Real

## Questionario

Apellido:

Nombre:

Dirección:

No. de Teléfono:

81411

Personas en su grupo:

mi papá, mamá  
y mi hermano  
Denneth

Fecha de su llegada:

Viene-cinco, junio

Cuánto tiempo se quedó:

una semana

No. de habitación:

cuente dos

Cuáles instalaciones del Hotel usó:

piscina, discotché,  
que restaurante  
y el tienda

Qué pensó de éstas instalaciones:

La piscina estar  
frío, más más, da  
para el discotché que

Cuántas veces comió en el restaurante:

diez

Qué pensó de la comida:

La comida ser  
muy simpático

Adónde fue durante sus vacaciones (ej. lugares de interés):


La catedral,  
El teatro, el parque  
ague

Algunas sugerencias para mejorar el Hotel:

La discoteca  
bidon tenga  
mas musica y  
fin posterior.  
~~El piscina~~  
La piscina  
granda

Firma:

Fecha de Hoy: diecinueve  
enero.

El  le agradece por su ayuda

Dirección:	Inglaterra
No. de Teléfono:	81411
Personas en su grupo:	mi papà, mamá y mi hermano Kenneth
Fecha de su llegada:	viente-cinco, junio
Cuánto tiempo se quedó:	uno semana
No. de habitación:	viente dos
Cuáles instalaciones del Hotel usó:	piscina, discothèque, restaurante y el tienda
Qué pensó de éstas instalaciones:	El piscina ester frio mas música para el discotheque
Cuántas veces comió en el restaurante:	diez
Qué pensó de la comida:	El comida ser muy simpático
Adónde fue durante sus vacaciones:	El catedral, El teatro, el parque ague
Algunas sugerencias para mejorar el Hotel:	El discotheque bidon tenga mas musica y fin posterior. La piscina granda

(56 words)

## Candidate D

**Communication:** This piece has characteristics of the descriptors for 3 and for 4. It communicates some basic information and is in sentence form. With the benefit of the doubt it scores 4. 4/10

**Quality of Language:** There are only minor errors but the communication is so simple and the vocabulary so restricted that a higher mark is impossible. 7/20

**Total: 11/30**

**Task:** Descripción de tu instituto

La Escuela

- 1) Mi escuela se llama Hagley Park
- 2) Voy a pie a la escuela
- 3) La escuela comienza a las nueve menos veinte
- 4) Juego al fútbol
- 5) Tengo nueve asignaturas
- 6) Mi asignatura preferida es deporte
- 7) La escuela termina a las tres y cuarto.

La Escuela

- 1 Mi escuela se llama Hagley Park
- 2 Voy a pie a la escuela
- 3 la escuela comienza a las nueve menos veinte
- 4 Juego al fútbol
- 5 Tengo nueve asignaturas
- 6 Mi asignatura preferida es deporte
- 7 la escuela termina a las tres y cuarto.

(40 words)

## Candidate E

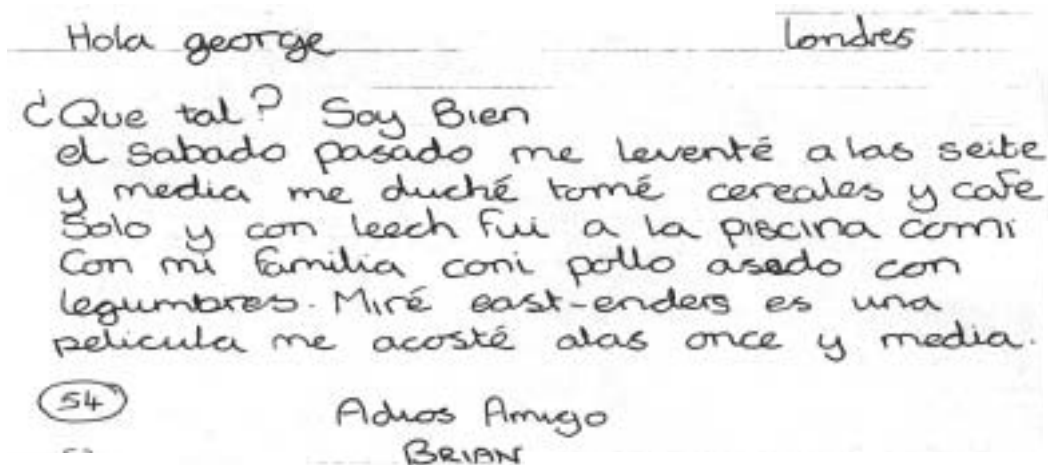
**Communication:** The main points are communicated in short sentences. The only additional details are on the second line and are not enough to increase the score to 5. 4/10

**Quality of Language:** The piece is effective for a variety of straightforward messages. The correct preterites are impressive at this level but there is no variety of tenses (*soy* is incorrect). 7/20

**Total: 13/30**

**Task:** Tu amigo/a español/a va a visitarte. Necesita información sobre tu rutina. Describe lo que hiciste el fin de semana pasado -

- sábado/domingo – por la mañana/por la tarde
- a qué hora te levantaste
- las comidas
- adónde saliste, con amigos o solo/a
- a qué hora te acostaste



Hola george \_\_\_\_\_ Londres \_\_\_\_\_

¿Que tal? Soy Bien  
el sabado pasado me leventé a las seite  
y media me duché tomé cereales y cafe  
Solo y con leech fui a la piscina comi  
Con mi familia coni pollo asedo con  
legumbres. Miré east-enders es una  
pelicula me acosté alas once y media.

(54)

Adios Amigo  
BRIAN

Hola george

Londres

¿Que tal? Soy Bien

el sabado pasado me leventé a las seite y media me duché tomé cereales y cafe Solo y con leech fui a la piscina comi Con mi familia coni pollo asedo con legumbres. Miré east-enders es una pelicula me acosté alas once y media.

Adios Amigo  
Brian

(54 words)

### 3.2 GRADE RANGE D, C TASKS

Suggested length is 90–100 words. Candidates should submit a total of 250–400 words over three pieces taken together.

In most cases it is helpful to candidates, teachers and Moderators if sub-tasks are suggested. However, there are cases where this may not be appropriate. Where no sub-tasks are set candidates may either create their own or address the title globally.

Over the three pieces submitted, candidates should express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses.

Many of the tasks set in the G, F, E range can be set for candidates at this level, as long as teachers ensure that the task is completed at the required length and fulfils the criteria for coursework at this level. It is unlikely, for example, that a form-filling exercise or a Curriculum Vitae will achieve the required level. However, a longer response to a letter-writing task could be appropriate.

Ejemplo:

Escribe un artículo corto basado en un folleto o material auténtico similar acerca de tu visita a una región particular. Di

- lo que hiciste
- lo que viste
- dónde estuviste
- a dónde piensas ir el próximo año

The level of accuracy and the range of idiom, vocabulary, structures and verb forms should be appropriate to this grade range.

Criteria essential for access to Grade C, such as including past, present and future events and involving the use of different tenses, need not be shown in each piece of candidates' work, but must be shown over the 3 pieces submitted, taken together. The tasks should require continuous writing of a formal or informal nature, the linking of sentences and structuring of ideas.



## Candidate F

**Communication:** It cannot be said that the candidate has communicated a clear message, so the descriptor for 7 is inappropriate here. However, the main points of the task are communicated in sentence form, and so a mark of 6 is appropriate. 6/10

**Quality of Language:** A mixture of impressive use and basic errors. *Que realmente no tuve gusto alrededor del hotel era* is an attempt to translate “What I really did not like about the hotel.” However, there are subordinate clauses, a lot of correct verbs and some points of view are expressed with appropriate justification. The language is just sufficiently accurate to enable a clear message to be conveyed so 13 marks are scored. 13/20

**Total: 19/30**

**Task:** Escribe una carta a un hotel quejándote de tu estancia. Da detalles de tus quejas y describe lo que hizo (o no hizo) el personal del hotel para solucionar la situación.

(158 words)

Querido Señor,

Mi nombre es Manav Wadhwa y tengo 14 años. Le estoy escribiendo porque cuando visité España, tenía una mala experiencia. Permanecía en el hotel de Hyatt, y no tuve gusto del servicio en el hotel en todos. Qué realmente no tuve gusto alrededor el hotel era el servicio de habitación así como las operaciones de entretenimiento. Por ejemplo, el otro día cuando llegué mi sitio en la tarde él todavía no fue limpiado. Llamé encima de operaciones de entretenimiento, y tomaron una hora de justo para conseguir a mi sitio. Por la tarde pedí servicio de habitación, y vinieron sobre tres horas, que para el momento en que estuviera dormido. Finalmente deseé el día siguiente algún desayuno así que llamé encima de servicio de habitación otra vez y duraron muy para entregarlo. Personalmente sugiero que el hotel de Hyatt en España emplear a un poco de nuevo personal o entrene al personal correctamente.

El tuyo verdad,

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## Candidate G

**Communication:** All the points of the task are communicated. Some are accomplished simply and some are accomplished in some detail so a mark of 8 or 7 is appropriate. A higher mark is not possible because much of the descriptions rely on *hay*, which will be considered in the Quality of Language mark, but its ubiquity here means that the candidate has not expanded on information. Giving the candidate the benefit of the doubt, a score of 8 is appropriate. 8/10

**Quality of Language:** *Hay* is used 8 times and *ser/estar* 6 times. The language is mostly accurate but simple. There is some variety of clause types, e.g. subordinate clauses. There is a basic range of structure, vocabulary and idiom. There is no variety of tense apart from *deberían*. 12/20

**Total: 20/30**

**Task:** Describe tu pueblo o tu región. Describe unos aspectos buenos y unos aspectos malos. Da opiniones. (171 words)

¡ Hola !

Me llamo [redacted] y vivo en el Sureste de Inglaterra en la region de [redacted], no lejos de la capital Londres. La ciudad maravillosa.

[redacted] es una ciudad de mucho turismo a causa del castillo, que esta el mas grande castillo en Inglaterra, construido por Guillermo el Conquistador.

Hay muchas ventajas y desventajas de turismo.

Las ventajas son:

- El turismo trae mucho dinero a [redacted] y tambien hay poco desempleo.

Las desventajas son:

- El turismo tambien trae mucha contaminacion porque hay mas coches y trafico en la carretera.

No me gusta la contaminacion porque contamina mi aire. Deberian limitar la cantidad de coches en la carretera.

En [redacted] hay mucho diversion y cosas de interes para visitar; un teatro, restaurantes y bares.

Hay tambien mucho verde en los dos parques pero hay tambien mucho basura que es repugnante.

El rio Tamesis corre tambien por [redacted]

No hay mucha industria en [redacted] y no hay miseria que es bueno.

Me encanta vivir en [redacted] porque es animado y interesante.

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## Candidate H

**Communication:** The candidate has not mentioned plans for next year. He/she has communicated the main points of the story (descriptor for 6) and has communicated some of them in some detail (descriptor for 8). The tenses are appropriate to the task so 7 scored. 7/10

**Quality of Language:** There is a present tense, two imperfects and several examples of preterites though the candidate has largely ignored accents. Despite the last paragraph, the language is sufficiently accurate to enable a clear message to be conveyed. 14/20

**Total: 21/30**

**Task:** Describe tus vacaciones. Describe el viaje, lo que hiciste, el tiempo y da tus opiniones. Describe tus planes para las vacaciones del año que viene.

(212 words)

**Cara Maria,**

**Hola, que tal?**

**La semana pasada fui de vacaciones fuimos a Hawaii fui el martes a la ocho y media por la mañana. Fui en avion, yo me quede con mis amigos, Isabel y Gary. El viaje estaba bien yo llegue a Hawaii a las dos y cuatro y media.**

**martes 1**

**Me desperté a las diez de la mañana, hacía sol víste la playa y jugué el voleiball y también romé el sol en la playa.**

**miercoles 2**

**Hoy hacía tanto calor que nadé en la piscina.**

**jueves 3**

**Yo visite los lugares de interés tan aquí un bici, fui muy interesante. También visite un museo de la historia de Hawaii.**

**viernes 4**

**Hoy visite un restaurante con Isabel y Gary. Comí el pollo y el arroz. Comí también el una de fresa el helado. Bebí el zumo de melocoton. Fui delicioso!!**

**sabado 5**

**La último noche. Bailé en la discoteca, fue estupendo. Yo me con hasta las tres de la madrugada.**

**domingo 6**

**Hoy yo fui ir a casa, pero yo viste la playa una ir a tiempo para que ir a minuto tomar el sol y a hora un maravilloso estoy bronceada. Yo volar estar de vuelta ayer.**

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**Yo dye adiós a Isabel y Gary  
Yo esperaré de tu**

## Candidate I

**Communication:** All the points of the task are communicated in considerable detail. He/she communicates in longer sequences, using *pero*, *y* and *porque* to lengthen sentences. Personal opinions are communicated in considerable detail. 9/10

**Quality of Language:** *Me va* is impressive but repeated. *Fuimos* is a correct preterite but *participaso* and *tenemos* count as tense mistakes. So verb tenses are used effectively with limitations. There is some variety of clause types, e.g. subordinate clauses, and inaccuracy does not impede the expression of a range of meanings. There is a range of structure, vocabulary and idiom. 16/20

**Total: 25/30**

**Task:** Describe unos aspectos de tu instituto. Menciona tus asignaturas, tus profesores, las instalaciones, el deporte y una visita

escolar.

(233 words)

### El Instituto.

¡Hola Miguel!

Gracias por tu carta sobre tu instituto.

En el instituto, la biología me va bien porque me resulta muy fácil, pero la tecnología no me va bien porque saco malas notas pero hago esfuerzo mucho. En total, todas las asignaturas (pero no la tecnología) me van bien pero las matemáticas me resultan difíciles.

En mi opinión los profesores en general son muy simpáticos y agradables, pero un profesor en especial, un profesor de física, es muy divertido y sociable.

Los profesores tenemos dos salas de profesores, porque hay muchos profesores.

El año pasado, participaste en una excursión en verano. Fuimos a Lulworth Cove, en Dorset, para una excursión de geografía con mis amigos, mi profesor de geografía y otro clase.

Tenemos que ir en dos coches porque hay muchas personas, y el viaje duró tres y media horas. Una excursión era muy aburrido pero a veces, era interesante.

En mi instituto me gusta ver una piscina porque el instituto falta una piscina. También, la biblioteca carece de libros recientes y me gusta ver más laboratorios modernos.

El instituto tiene muchas oportunidades para hacer deporte, por ejemplo, el fútbol, el baloncesto, y el tenis.

Un abrazo  
Jason.

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## Candidate J

**Communication:** This piece is characterised by its ambition. It is not just a pre-learnt description of a road accident but an attempt to paint a detailed picture. There is even moralising at the end. The ambitious nature of this piece fits the imaginative descriptor. For the most part the mistakes do not impede comprehension but *padecer un portación* and *conducó filera* do not communicate. 9/10

**Quality of Language:** There are at least 9 major verb errors but the candidate achieves a high degree of success in this ambitious piece. There is a variety of clause types, a range of structure, vocabulary and idiom, the use of *mientras* with an imperfect is impressive and there are many correct preterites. The errors are legion but should be counter-balanced by the ambition of the piece. 16/20

**Total: 25/30**

**Task:** Describe un día caótico en tu vida.

(196 words)

### Un día caótico en mi vida

Fue la mañana del lunes pasado. Me desperté muy tarde porque mi despertador no funcionó. Debí ir al instituto en cinco minutos. Eché una ojeada en mi reflejo en el espejo y yo estaba horrorizada. Mi pelo estaba un lío. Debí tomar una ducha. Cuando encendió el agua era fría. Sentí muy enfadada. No tuve tiempo para desayuno. Corrí por la puerta a mi bicicleta. Estaba en camino al instituto y estaba escuchando música y estaba montando muy rápido en el cruce y no vio coches. De repente un coche azul apareció. El conductor estaba muy rápido y cuando me vi, frenó. 108. Chillé en miedo. Afortunadamente yo estaba no herida pero un coche negro chocó con el coche azul. cuando frenó. Sin vacilar me apresuré a ayudar al conductor. Estaba herido. Sentí muy culpable. Sin perder tiempo llamé para una ambulancia. Mientras la ambulancia venía, hablé con el conductor. El otro conductor conducó fuera. Cuando la ambulancia vino, yo estaba padecer un portación así en vez de ir al instituto fui a casa.

Aprendí a mirar a la izquierda y a la derecha antes de cruzar la calle y no escuchaba música en mi bicicleta.

196

### 3.3 GRADE RANGE B, A, A\* TASKS

Suggested length is 140–150 words. Candidates should submit a total of 400–500 words over the three pieces taken together.

In most cases it is helpful to candidates, teachers and Moderators if sub-tasks are suggested. However, there are cases where this may not be appropriate. Where no sub-tasks are set candidates may either create their own or address the title globally.

Ejemplo:

Describe tu experiencia laboral.

- Di lo que tenías que hacer.
- Menciona la clase de transporte para ir a trabajar.
- Describe la gente que conociste.
- Da tus opiniones y justifícalas.

The pieces of writing should give factual information, narrate events, express and justify ideas and points of view. The criteria essential for access to Grade A, such as expressing and justifying ideas and points of view, need not be shown in each piece but rather must be shown over the 3 pieces submitted, taken together. However, in every piece candidates should produce longer sequences using a range of vocabulary, structure and tenses. Their sentences, which should often contain a subordinate clause or another verbal construction, should have generally accurate spelling and grammar, and a broad range of vocabulary, idiom and structure.

## Candidate K

**Communication:** The candidate's work with its detailed descriptions and creative input conforms with the descriptor for 10. 10/10

**Quality of Language:** The lists of ingredients, the wealth of subordinate clauses and longer sentences (in particular the double use of *mientras*) are worthy of credit. There is an impressive variety of nouns and adjectives and a mixture of impressive verb use and correct tenses (*estoy escribiendo, empecé, consiste, me he quemado, he observado*) indicates that the candidate handles verb tenses with confidence. However, the occasional errors (*crecer, comen, encontro, engardar, anoche pasado, demasiada mucho comido*) indicate that the candidate is not in the mark band requiring secure, consistent and very fluent language. 18/20

**Total: 28/30**

**Task:** Describe una comida que has preparado. Menciona los ingredientes, lo que pasó mientras cocinabas, diferencias entre la manera de comer en España y la manera de comer en Inglaterra, diferencias en la hora de comer, tus opiniones de la cocina y tu justificación para tu opinión.

(244 words)

## Candidate K

### La Comida

Sevilla, venticinco de enero

Querida Señora Elliman,

Estoy escribiendo porque anoche pasado preparé un plato española típico. Empecé a preparar ensalada mixta, se hace con una cebolla, pimientos, atun y una lechuga. Me gusta mucho ensalada porque es buen por mi salud. Entonces para el primer plato preparé paella pero es muy difícil así el madre de mi corresponsal ayudó a preparar la paella. Paella se hace con pescado o pollo, mejillón y arroz. España es famosa por Paella y arroz es crecer en Valencia. Después, para postre tuve una macedonia de frutas que consiste en melocotones, uvas y ciruela. La macedonia de frutas estaba muy deliciosa y muy saludable. Momento yo estaba preparando la comida me he quemado la mano y estaba muy hinchado y tuve que ir al médico.

Mientras estoy aquí he encontrado hay muchas diferencias entre la comido en Inglaterra y en España. En España la gente comen más tarde que la gente en Inglaterra ¿Verdad? Para cena comen a las diez y media mientras en Inglaterra comemos a las seis o siete. Aquí en España tengo mucha hambre porque comen muy tarde.

Encontro que la comida en España es muy apetitosa y deliciosa. He observado que no tiene un postre y se cocina con aciete de oliva así la gente son muy saludable. Mientras estoy aquí me gusta ir a un restaurante o un café en España y come tapas pero si como demasiada mucha comido yo puedo engardar. Espero ver pronto.

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## Candidate L

**Communication:** The candidate has gone beyond communicating all the points of the task. He/she has expanded imaginatively and with no ambiguity. There is a range of ideas and points of view, which he/she then goes on to justify. There are longer sequences, and it is coherent and pleasant to read. 10/10

**Quality of Language:** The candidate displays a wide variety of structure, vocabulary and idiom (*le escribo, quejarme, desafortunadamente, mejor, peor, acabo de, hay que, tener en cuenta, según*). There are longer sequences (as in the third paragraph), ideas and points of view are freely identified and justified, verbs are used with ease, and the overall impression is one of accuracy. The candidate has not used a past or a future tense. This would lead to a lowering of the mark if these tenses did not appear in the other tasks submitted for moderation. 20/20

**Total: 30/30**

**Task:** Lees un artículo en el periódico y escribes una carta al periódico para dar tu opinión. Menciona lo que hay en el artículo, si estás de acuerdo o no, justificando tu opinión.

(160 words)

Estimado Señor:

Acabo de leer su artículo sobre nuestra familia real y le escribo para quejarme de la actitud del escritor del artículo

Primero: hay que tener en cuenta que la familia real es cosa británica. No tiene nada que ver con los españoles. Sería mejor si el escritor del artículo escribiera sobre cosas españolas en vez de meter la nariz en los asuntos de otra gente.

Segundo: Sí, es verdad que los ingleses tenemos que pagar impuestos para financiar a la familia real pero su escritor está olvidando que la familia real atrae a muchos turistas a Inglaterra y es una gran ventaja para la industria turística tener una familia real.

Tercero: según el artículo la familia real da un mal ejemplo a la juventud del país. ¿Usted está diciendo que en España no hay matrimonios rotos ni escándalos amorosos? Desafortunadamente los españoles son como los ingleses: ni mejores ni peores.

Le saluda atentamente

Un ciudadano británico muy enfadado

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## 4 COURSEWORK ADMINISTRATION PACK

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This Coursework Administration Pack is designed to accompany the OCR GCSE Spanish specification for teaching from September 2001.

The forms in this pack are for use with the Written Coursework Unit of the following specification:

- **Spanish (1928)**

Guidance on the assessment of coursework will be found at Appendix E (Coursework Guidance) of the specification.

A master copy of all GCSE Administration Packs will be sent to Examinations Officers during 2001.

Centres are permitted to copy materials from this booklet for their own internal use.

Contents:

### **Compulsory Recording Materials**

Coursework Cover Sheet

Coursework Comment Form

### **Optional Recording Materials**

Suggested Layout for Coursework Tasks Form

Coursework Management Checklist

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## Compulsory Recording Materials

**Coursework Cover Sheet:** One of these forms should be completed for each candidate in a sample required by the Moderator and must be attached to the work before it is sent to the Moderator. This form records the marks for the best 3 items of Written Coursework for each candidate. When the Centre is notified of the address of the Coursework Moderator, this form should be forwarded. Centres should keep a copy of the completed form.

**Coursework Comment Form:** This is a mandatory form, common to all GCSE Awarding Bodies. This form constitutes the only comments that a teacher is allowed to make on a first draft.

## Internal Standardisation

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

## Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

## Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has ten or fewer candidates entered for a coursework component all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s). Where there are more than ten candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

## General Coursework Regulations and Procedures

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the *OCR Handbook for Centres*.

## Optional Recording Materials

**Suggested Layout for Coursework Tasks Form:** This contains an example of a coursework task with helpful bullet points.

**Coursework Management Checklist:** This is an optional checklist that teachers may wish to use to monitor coursework.

## Coursework Enquiries

Coursework enquiries for Spanish should be sent to OCR at the following address:

Administrative Officer (Modern Foreign Languages Team)

OCR

1 Hills Road

CAMBRIDGE

CB1 2EU

Correspondence should be marked 'Coursework Enquiry'.

Coursework Cover Sheet

<b>Centre Name</b>		<b>Centre Number</b>					
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<b>Candidate Name</b>		<b>Candidate Number</b>					
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**Item One Title:** \_\_\_\_\_ **Date Completed** \_\_\_\_\_

**Independent**   
**Controlled**

**Description:** \_\_\_\_\_

<b>Communication</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10										
<b>Quality:</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>TOTAL:</b>											/ 30										

**Item Two Title:** \_\_\_\_\_ **Date Completed** \_\_\_\_\_

**Independent**   
**Controlled**

**Description:** \_\_\_\_\_

<b>Communication</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10										
<b>Quality:</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>TOTAL:</b>											/ 30										

**Item Three Title:** \_\_\_\_\_ **Date Completed** \_\_\_\_\_

**Independent**   
**Controlled**

**Description:** \_\_\_\_\_

<b>Communication</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10										
<b>Quality:</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>TOTAL:</b>											/ 30										

**Total Mark**  
(out of 90)

Teacher's Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Moderator's Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Relevant Teacher Comment or Explanation; e.g. the extent of help or advice given \_\_\_\_\_

SPANISH (1928)

GCSE IN MODERN FOREIGN LANGUAGES

Coursework Comment Form



(Use this checklist **only** for commenting on drafts. Do not mark the candidate's draft in any way.)

Name \_\_\_\_\_ Teacher \_\_\_\_\_

Title \_\_\_\_\_ Date \_\_\_\_\_

LENGTH	Tick
Too long	
Too short	
Please state the number of words	

TASK COMPLETION	Tick
Some parts of the task have not been covered	
Fails to meet the requirements of the task	

PRESENTATION	Tick
Presentation and layout to be tidied up	
Handwriting not clear enough	

INTEREST AND QUALITY	Tick
Add introduction	
Vary your vocabulary more	
Add some more ideas	
Give more description	
Give more opinions	
Give more reasons	
Include more subordinate clauses	
Include more adverbs	
Include more idioms	
Add conclusion	

ACCURACY	Tick
Check verbs	
Check word order	
Check nouns and genders	
Check adjectives and agreements	
Check spellings and accents	

**Suggested Layout for Coursework Tasks Form**

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Nombre y apellido \_\_\_\_\_

Controlled/non-controlled      Fecha \_\_\_\_\_ Clase \_\_\_\_\_

Context: 1b                      School life                      Profesor \_\_\_\_\_

Escribe 100 palabras para una revista del colegio. Describe:

- lo que hiciste ayer en el colegio
- el día escolar
- una excursión que has hecho
- tu opinión de tu colegio

Cuenta las palabras: total \_\_\_\_\_ palabras

Escribe las referencias y fuentes de información:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**Coursework Management Checklist**

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- The three items of coursework submitted are drawn from at least three contexts and all are from different sub-contexts.
- The piece of work to be offered as completed under controlled conditions is hand-written.
- Each piece of coursework is headed with a title and sub-tasks and has a word-count.
- The tasks and sub-tasks are set in the target language.
- The tasks provide opportunities to address the assessment objectives for writing.
- Written stimulus materials relating directly to the task are attached to the task.
- Sources/books/written materials/internet materials/spellcheckers used are acknowledged.
- Word count has been checked – work is the right length for the grade range used.
- Type of writing has been correctly considered in deciding which grade range to assess at.
- For B, A, A\* grade range, candidates' sentences often contain a subordinate clause or another verbal construction and have generally accurate spelling and grammar, and a broad range of vocabulary, idiom and structure.
- For D, C grade range candidates, the work includes past, present and future events and involves the use of different tenses, over the 3 pieces submitted, taken together. The tasks require continuous writing of a formal or informal nature, the linking of sentences and structuring of ideas.
- For G, F, E grade range, only pieces of work of 21+ words which show evidence of verb usage have been marked out of 10.
- For G, F, E grade range, pieces of work of 20 words or fewer **or** which show no evidence of verb usage have been marked out of 4.
- If more than one teacher has assessed work in the Centre, internal standardisation has been done.
- Candidates have signed the Coursework Cover Sheet to say that the work is their own.
- The teacher has countersigned the Coursework Cover Sheet.
- Teacher has a record of marks for the sample sent to the Moderator.
- Centre can supply coursework from additional candidates if requested.