



General Certificate of Education

Spanish 5696 *Specification*

SP01 Young People Today

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Unit 1

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO1	Response to spoken language	10	30
AO2	Response to written language	15	45
AO3	Knowledge of grammar	10	30
	TOTAL	35	105

The marks will be allocated in the following way

	AO1	AO2	AO3
Short listening pieces	15		
Longer listening pieces	15		10
Short reading texts		25	10
Longer reading text		20	10

Unit 1 – Young People Today

General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of 3 - 1 = 2 will be awarded.
- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- In awarding marks for AO3 (Knowledge of Grammar) for answers in response to the **reading passages**, examiners should take into account to what extent the candidate has attempted to use his/her own words. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.

For answers in response to the **listening passages**, candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for AO3, although there will have to be a certain amount of accuracy in spelling, and some attempt at manipulation (eg in changing the verb endings to suit the third rather than the first person).

- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in margin if in wrong language and give '0' (unless numbers or place names are involved).
- Where marks are awarded for Quality of Language, the principle to be applied is that the Quality of Language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:
 1. If the maximum mark for comprehension and Quality of Language is the same, the mark awarded for Quality of Language may not exceed the mark awarded for comprehension.
 2. If the maximum marks for comprehension and Quality of Language are not the same, the maximum mark which may be awarded for Quality of Language is indicated by a table (see individual questions).

Conventions used in this mark scheme:
 + used to separate two or more components
 / used between alternatives
 — denotes "must have" material
 () denotes material not essential to correct answer

Part A**1 (a)**

Mark Scheme	Marks	Additional Guidance
Madrid became (capital of Spain).	1	

1 (b)

Mark Scheme	Marks	Additional Guidance
Medals (with an inscription).	1	

1 (c)

Mark Scheme	Marks	Additional Guidance
New streets will be given names of great (Madrid) cultural figures.	1	No mark if <i>Spanish</i> cultural figures

1 (d)

Mark Scheme	Marks	Additional Guidance
New cycle lanes being created (in several/various/many streets).	1	

1 (e)

Mark Scheme	Marks	Additional Guidance
Thousands of cyclists are going to ride/cycle/go across the city.	1	Reject wrong direction; beware of <i>millions</i> !

Q	Mark Scheme	Marks	Additional Guidance
2 (a)	4	1	
2 (b)	1	1	
2 (c)	3	1	
2 (d)	5	1	
2 (e)	2	1	

Q	Mark Scheme	Marks	Additional Guidance
3 (a)	F	1	
3 (b)	I	1	
3 (c)	B	1	
3 (d)	A	1	
3 (e)	G	1	

Part B

Q	Mark Scheme	Marks	Additional Guidance
4 (a)	Perdió un diente + tiene la nariz rota.	2	Reject if verb wrong, unless subject helps e.g. Pedro <i>perdí</i> NB <i>golpe en la cara</i> is not an injury
4 (b)	Estaba bailando/bailaba con unas chicas (estudiantes).	1	
4 (c)	No las conocía / eran chicas desconocidas / a quienes no conocía.	1	
4 (d)	Porque Pedro bailaba/estaba bailando/había bailado + con su novia.	2	1 discretionary mark if direct or indirect speech given
4 (e)	El personal de la discoteca echó a Pedro y al otro chico + a la calle.	2	Accept: <i>el personal los/les echó</i> , not any other pronouns; hecho is recognisable, so allow
4 (f)	Pedro se encontró en la acera / rodeado de chicos ingleses / entre los cuales estaba el que le había empujado / que gritaban.	2	(any 2) Reject se <i>había empujado</i>
4 (g)	Al amigo de Pedro le golpearon + en el ojo.	2	
4 (h)	(Recibió sus heridas) cuando alguien le golpeó / en la cara / cayó al suelo.	2	(any 2) Subject must be clear
4 (i)	Detuvieron al chico (que había golpeado a Pedro).	1	

The five marks for Quality of Language (AO3) for questions 4 (a) to (i) will be applied as follows:

NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

5	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
4	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
3	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Only answers marked correctly for comprehension can be considered for A03.

Mark for comprehension	Maximum mark for quality of language
15, 14, 13	5
12, 11, 10	4
9, 8, 7	3
6, 5, 4	2
3, 2, 1	1
0	0

Q	Mark Scheme	Marks	Additional Guidance
5 (a)	ligaba / estaba ligando	1	
5 (b)	baile	1	
5 (c)	defenderse	1	
5 (d)	había atacado / atacó	1	
5 (e)	volverá	1	NB not va a volver because of context of sentence

Part C

Q	Mark Scheme	Marks	Additional Guidance
6 (i)	19.30	1	
6 (ii)	22.50	1	
6 (iii)	02.00	1	
6 (iv)	17.20	1	
6 (v)	18.00	1	
6 (vi)	21.00	1	
6 (vii)	22.45	1	
6 (viii)	19.00	1	

Q	Mark Scheme	Marks	Additional Guidance
7 (a)	A	1	
7 (b)	B	1	
7 (c)	C	1	
7 (d)	C	1	
7 (e)	B	1	
7 (f)	A	1	
7 (g)	A	1	

Q	Mark Scheme	Marks	Additional Guidance
8 (a)	(La criticaron) (algunas) comunidades autónomas + y representantes/ miembros del PP.	2	
8 (b)	Los colegios estatales + privados de <u>enseñanza secundaria</u> . (must have)	2	Ignore se aplicará a todos los cursos. Note that <i>enseñanza secundaria</i> by itself is worth 1 mark
8 (c)	(Necesitará) aprobar todas las asignaturas / o las más importantes + aprobar matemáticas (pero no dibujo).	2	Accept: sólo suspender asignaturas menos importantes
8 (d)	Si ha suspendido tres (o más) asignaturas + o si ha asistido a menos de 75% de las clases.	2	
8 (e)	Tendrán que organizar pruebas extraordinarias + pedir a los profesores que den / los profesores tendrán que dar clases durante las vacaciones.	2	

The ten marks for Quality of Language (AO3) for questions 8 (a) to (e) will be applied as follows:

NB: Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Mark for comprehension	Maximum mark for quality of language
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

Total for Part C = 35 marks

Part D

Q	Mark Scheme	Marks	Additional Guidance
9 (a)	Se sentirán mejor consigo mismos + con su vida.	2	Accept <i>nos sentiremos</i> etc for content mark (M), but not for A03 (QL).
9 (b)	(Podemos/deberíamos) tener una rutina sana / hacer deporte / dar un paseo / disfrutar del buen tiempo matinal.	2	(any 2)
9 (c)	Es esencial para el organismo + mejora la/tu piel	2	
9 (d)	(Podemos/deberíamos/sugiere que...) tomar un zumo de fruta + o yogur con cereales.	2	
9 (e)	Puede beber/tomar (dos vasos de) agua (antes de comer).	1	Must have either: dos vasos or antes de comer .
9 (f)	(Se recomienda comer) hidratos de carbono a mediodía/a la hora del almuerzo + proteínas por la tarde/ a la hora de la cena.	2	
9 (g)	Uno no puede dormir bien.	1	
9 (h)	Cuidando la cabeza / aprovechando los ratos de ocio / leyendo / charlando / viendo una película / haciendo ejercicios relajantes.	1	Some answers encompass ideas in markscheme, e.g. <i>deberíamos hacer las cosas que nos gustan</i> , so OK for a mark, but not if repeated in Qu 9(i), which is where it belongs
9 (i)	Tenemos que hacer actividades agradables / no deberíamos pensar en los problemas.	1	

9 (i)	Después de haber leído el texto, en tu opinión, ¿qué otras cosas deberíamos hacer o no hacer para mantener nuestra salud física y mental? Deberíamos - cuidar de nuestra forma física cuidarnos bien comer bien / una dieta mediterranea / tomar vitamina C hacer ejercicio regularmente tener intereses y pasatiempos mantener un equilibrio adecuado entre trabajo y ocio aprovechar el tiempo con la familia y con los amigos ir a pie /en bicicleta en lugar de usar el coche evitar el estrés No deberíamos - beber mucho alcohol comer demasiado beber o comer sustancias nocivas ser perezosos pasar todo el día viendo la tele/ usando el ordenador trabajar demasiado pensar en nuestros problemas tener relaciones estresantes pasar todo el tiempo viendo la televisión	6	Note that for AO3 (QL), 'lifting' in Qu (a) – (i) may be balanced out by well-expressed answers in (i)
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The ten marks for Quality of Language (AO3) for questions 9 (a) to (j) will be applied as follows:

NB: Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Mark for comprehension	Maximum mark for quality of language
20, 19	10
18, 17	9
16, 15	8
14, 13	7
12, 11	6
10, 9	5
8, 7	4
6, 5	3
4, 3	2
2, 1	1
0	0

Total for Paper: 105 marks