

GCE 2004

June Series



Mark Scheme

Spanish

(Unit 3)

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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Dr Michael Cresswell Director General.

Unit 3

The assessment objectives will be allocated in the following way.

| | | % of AS | Marks |
|-----|------------------------------|----------------|--------------|
| AO1 | Response to spoken language | 15 | 30 |
| AO2 | Response to written language | 5 | 10 |
| AO3 | Knowledge of grammar | 10 | 20 |
| AO4 | Knowledge of society | 5 | 10 |
| | TOTAL | 35 | 70 |

The marks will be allocated in the following way.

| | | AO1 | AO2 | AO3 | AO4 |
|---------|-------------------------|------------|------------|------------|------------|
| Part 1 | Stimulus material | | 10 | | |
| Part 2 | Presentation/Discussion | | | | 10 |
| Part 3 | Conversation | 30 | | | |
| overall | Knowledge of grammar | | | 20 | |

The following criteria will be used.

| Part 1 | Response to stimulus material (AO2) |
|---------------|--|
| 9-10 | Supplies all the information necessary, offers views and opinions and exploits almost all the opportunities available. |
| 7-8 | Supplies a large amount of relevant information, can develop ideas fully. Attempts to express opinions. |
| 5-6 | Supplies an above average amount of information but does not develop ideas fully. Attempts to express opinions. |
| 3-4 | Supplies a fair amount of information, rarely develops ideas in a relevant way and does not express meaningful opinions. |
| 0-2 | Supplies little or no relevant or substantial information. Difficulty in expressing views. |

| Part 2 | Presentation and Discussion Knowledge of Society (AO4) |
|---------------|---|
| 9-10 | Presents a large amount of information in a very clear, well thought-out way with coherence and logical sequence. Good contribution to discussion, with some evidence of personal opinions/reactions. |
| 7-8 | Presents a reasonable amount of information clearly and in a generally well-ordered way. Participates fully in discussion, with some evidence of personal opinions/reactions. |
| 5-6 | Presents a fair amount of information fairly clearly and in a generally logical sequence, though with some irrelevance/inconsistency. Can contribute to discussion, but little personal reaction. |
| 3-4 | Presents a small amount of information in a way which is unclear and not well ordered. Some attempt at participation in discussion. |
| 0-2 | Presents a very limited amount of information in a haphazard way which makes it virtually or totally impossible to understand. No meaningful contribution to discussion. |

| Part 3 | Response to Spoken Language (AO1) in Conversation Section Fluency |
|---------------|---|
| 9-10 | Prompt to respond, able to sustain a conversation, still with some hesitation. |
| 7-8 | Generally reasonable delivery but hesitating regularly between and during utterances. |
| 5-6 | Hesitant, with frequent pauses. |
| 3-4 | Slow, disjointed and halting, impairing the flow of communication. |
| 0-2 | Little or no fluency. |

| Part 3 | Response to Spoken Language (AO1) in Conversation Section Interaction |
|---------------|--|
| 9-10 | Sustains a meaningful exchange, takes the lead on occasions. |
| 7-8 | Reacts reasonably well, but does not develop ideas. |
| 5-6 | Tends to react rather than initiate but attempts to give additional information. |
| 3-4 | Generally dependent on the examiner. Volunteering little additional information. |
| 0-2 | Little or no significant reaction. |

| Part 3 | Response to Spoken Language (AO1) in Conversation Section Pronunciation/Intonation |
|---------------|---|
| 9-10 | Generally good performance with some attempt to produce stress and intonation. |
| 7-8 | Reasonable pronunciation with lapses in intonation, phrasing and stress. |
| 5-6 | Intelligible pronunciation with a number of errors in intonation and stress. |
| 3-4 | Poor pronunciation; requires an effort of concentration on the part of a native speaker. |
| 0-2 | Very poor, generally unintelligible. |

| Overall | This is an overall assessment of the candidate's performance in all parts of the test |
|----------------|--|
| | Knowledge of Grammar (AO3) |
| 17-20 | A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures. |
| 13-16 | Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication. |
| 9-12 | Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension. |
| 5-8 | Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive. |
| 0-4 | Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences. |

Total for Paper = 70 marks

GCE Advanced Subsidiary French/German/Spanish**Examiner's Marking Summary (as used by Examiners)****Unit 3 – Speaking**

Winter/Summer 20_____

Centre No _____ Candidate No _____ Name _____

NOTES:

| Part 1 | Response to stimulus material (AO2) CARDS (handed out): _____ / _____ (circle as chosen) |
|--------|--|
| 9 10 | Supplies all the information necessary, offers views and opinions and exploits almost all opportunities available. |
| 7 8 | Supplies a large amount of relevant information, can develop ideas fully. Attempts to express opinions. |
| 5 6 | Supplies an above average amount of information but does not develop ideas fully. Attempts to express opinions. |
| 3 4 | Supplies a fair amount of information, rarely develops ideas in a relevant way and does not express meaningful opinions. |
| 0 1 2 | Supplies little or no relevant or substantial information. Difficulty in expressing views. |

| Part 2 | Presentation and Discussion - Knowledge of Society (AO4) TOPIC: |
|--------|--|
| 9 10 | Presents a large amount of information in a very clear, well-thought out way with coherence and logical sequence. Good contribution to discussion with some evidence of personal opinions/reactions. |
| 7 8 | Presents a reasonable amount of information clearly and in a generally well-ordered way. Participates fully in discussion with some evidence of personal opinions/reactions. |
| 5 6 | Presents a fair amount of information fairly clearly and in a generally logical sequence, though with some irrelevance/inconsistency. Can contribute to discussion but little personal reaction. |
| 3 4 | Presents a small amount of information in a way which is unclear and not well-ordered. Some attempt at participation in discussion. |
| 0 1 2 | Presents a very limited amount of information in a haphazard way which makes it virtually or totally impossible to understand. No meaningful contribution to discussion. |

| Part 3 | Conversation - Response to spoken language (AO1) |
|--------|--|
| | FLUENCY |
| 9 10 | Prompt to respond, able to sustain a conversation, still with some hesitation. |
| 7 8 | Generally reasonable delivery but hesitating regularly between and during utterances. |
| 5 6 | Hesitant with frequent pauses. |
| 3 4 | Slow, disjointed and halting, impairing the flow of communication. |
| 0 1 2 | Little or no fluency. |
| | INTERACTION |
| 9 10 | Sustains a meaningful exchange, takes the lead on occasions. |
| 7 8 | Reacts reasonably well but does not develop ideas. |
| 5 6 | Tends to react rather than initiate but attempts to give additional information. |
| 3 4 | Generally dependent on the examiner. Volunteering little additional information. |
| 0 1 2 | Little or no significant reaction. |
| | PRONUNCIATION/INTONATION |
| 9 10 | Generally good performance with some attempt to produce stress and intonation. |
| 7 8 | Reasonable pronunciation with lapses in intonation, phrasing and stress. |
| 5 6 | Intelligible pronunciation with a number of errors in intonation and stress. |
| 3 4 | Poor pronunciation; requires an effort of concentration on the part of a native speaker. |
| 0 1 2 | Very poor; generally unintelligible. |

| Overall | Assessment of the candidate's performance in ALL parts of the test - Knowledge of Grammar (AO3) |
|-----------|--|
| 19 20 | A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures. |
| 15 16 | Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication. |
| 13 14 | |
| 11 12 | Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension. |
| 9 10 | |
| 7 8 | Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive. |
| 5 6 | |
| 0 1 2 3 4 | Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences. |

| PART 1 | PART 2 | PART 3 | | | A03 OVERALL |
|------------------------|--------|---------|-------------|------------------------------|--------------|
| | | FLUENCY | INTERACTION | PRONUNCIATION/ INTONATION | |
| /10 | /10 | /10 | /10 | /10 | /20 |
| Examiner: _____ | | | | | TOTAL |
| | | | | | /70 |