



**General Certificate of Secondary Education
June 2013**

Spanish

46952H

(Specification 4695)

Unit 2: Reading (Higher)

Final

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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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READING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a candidate has given alternatives or additional information in an answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
 2./..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
 3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
 4. Accept
 - T/F/?
 - ✓/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
 5. 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.
 6. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **NFP** = no further penalty
 7. Where a candidate has crossed out an answer and what was underneath remains legible then it should be assessed. Where part of an answer is crossed out then only what remains should be considered.
 8. Where a candidate spells the answer in such a way that it is a word in the target language, no credit can be awarded.
 9. If a candidate offers two different responses in English or in the target language, eg dog (cat) or dog (gato) where the answer is dog, no credit can be awarded.
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Higher Tier

Question	Accept	Mark
1(a)	N	1

Question	Accept	Mark
1(b)	P + N	1

Question	Accept	Mark
1(c)	P	1

Question	Accept	Mark
1(d)	N	1

Question	Accept	Mark
2	<u>In any order</u> C D E	3

Question	Accept	Mark	Reject/Notes
3(a)	She was going/travelling with her boyfriend/she could take her boyfriend	1	She is going travelling with her boyfriend. Answers which imply that she is going with her boyfriend instead of her parents.

Question	Accept	Mark	Reject/Notes
3(b)	Traffic jam (on the motorway) Stuck/queuing/waiting in traffic	1	'Traffic' on its own. A delay

Question	Accept	Mark
4(a)	D	1

Question	Accept	Mark
4(b)	A	1

Question	Accept	Mark
4(c)	F	1

Question	Accept	Mark
5(a)	A + B	1

Question	Accept	Mark
5(b)	A	1

Question	Accept	Mark
5(c)	B	1

Question	Accept	Mark
5(d)	A + B	1

Question	Accept	Mark	Reject/Notes
6(a)	She likes the people best/more She prefers the people	1	She likes the people

Question	Accept	Mark	Reject/Notes
6(b)	It needs a (swimming) pool/there is no (swimming) pool	1	They need a new (swimming) pool

Question	Accept	Mark	Reject/Notes
6(c)	She worries (about it) sometimes	1	She worries about it (a little)

Question	Accept	Mark
7(a)	A	1

Question	Accept	Mark
7(b)	A	1

Question	Accept	Mark
7(c)	B	1

Question	Accept	Mark
8	<u>In any order</u> A D E	3

Question	Accept	Mark	Reject/Notes
9	<u>In any order</u> Deliver/take/distribute/give out hot/warm meal(s)/lunch(es)/food(s) to (support/help) old people/the elderly. All 3 elements required.	1	Verbs which imply cooking or preparing the food. Older people
	Organise Charity/benefit concerts to/for (help) flood victims All 3 elements required.	1	Do Charity events/fund raisers
	Collect/get/gather/sort out/find School/educational material/equipment to/for (send to) Third World countries All 3 elements required	1	Verbs which imply sending/donating/recycling References to poor countries.

Question	Accept	Mark
10(a)	D	1

Question	Accept	Mark
10(b)	F	1

Question	Accept	Mark
10(c)	B	1

Question	Accept	Mark
10(d)	E	1

Question	Accept	Mark
11(a)	B	1

Question	Accept	Mark
11(b)	A	1

Question	Accept	Mark
11(c)	B	1

Question	Accept	Mark
12(a)	Simón	1

Question	Accept	Mark
12(b)	Juan	1

Question	Accept	Mark
12(c)	Selma	1

Question	Accept	Mark
13(a)	<u>In any order</u> B D	2

Question	Accept	Mark	Reject/Notes
13(b)	Keep(ing) } Maintain(ing) } fit/(in) shape Stay(ing) }	1	Fit/shape/healthy on its own. Keep(ing)/stay(ing) healthy. References to 'form', 'figure' and 'weight' unless linked to 'fit'. Cook because she has to keep fit.
	Accept references to 'healthy' only if they come with 'fit' or 'in shape'.		

Question	Accept	Mark	Reject/Notes
14(a)	'Pay' on its own Well paid/good pay	1	Good It's quiet and well paid.

Question	Accept	Mark	Reject/Notes
14(b)	Free flights Doesn't have to pay for flights	1	'Flights' on its own. Free journeys / trips / travel / tickets. Cheap flights.

Question	Accept	Mark	Reject/Notes
14(c)	Flexible hour(s)/shift(s)/time(s)	1	Flexible Flexible job Work is flexible

Question	Accept	Mark	Reject/Notes
14(d)	Morning(s) free/off (He has/is) free (time in the) morning(s) He doesn't work morning(s)	1	He works (at) night(s) References to reading eg - He has the morning(s) off to read.

Total = 45

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of our Website

Converting Marks into UMS marks

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion