



OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced GCE

SPANISH

F724MS

Listening, Reading and Writing in Spanish 2

Specimen Mark Scheme

The maximum mark for this paper is 140.

Section A: Listening and Writing

Section A		
Overall Quality of Language (Accuracy) 5 marks. Grid at end of this section.		
Question Number	Answer	Marks
Task 1	The cost of education [10]	
(a)	Average cost (of equipping a child) per child (1) at the start of the school year (1)	[2]
(b)	He (is one of those who have to) has to cope with this large financial/ economic burden. (Not important)	[1]
(c)	(i) 364 euro. This sum was spent on two primary school children (1) For text books and basic school material (1)	
	(ii) 215 euro. This sum was spent on one secondary school child (1) <u>Just</u> for text books (or for books and <u>not for</u> ,,,) (1)	[4]
(d)	(i) The rucksack/ backpack, they already owned it. (1) (ii) The clothes, the children's grandmother (Juan López' mother-in-law) bought them. (1)	[2]
(e)	Either: They have borrowed money Or: they have made savings/ saved/ economised (over several months).	[1]

Question Number	Answer	Marks
Task 2 (a) (b) (c) (d) (e) (f) (g) (h) (i)	Entrevista con un ecologista conocido [20] Será el presentador / participa en el programa (una vez por semana) (1) Hablará de excursiones rurales (1) Denunciará la pobre situación de muchos paisajes españoles (1) TWO of El premio no tiene importancia en sí. (1) El trabajo es más importante (1) A veces los premios se dan por razones políticas. (1) Nació allí (pero vivió en las afueras). (1) (Por eso,) desde su ventana tenía vistas del río Guadiana. (1) Así (aquí) empezó su amor por la naturaleza. (1) Otros la desprecian. (1) Otros piensan que la mar (o la montaña) es preferible. (1) El piensa que es impresionante. (1) Por la riqueza natural (liebres, águilas, aves). (1) El cazador fue su abuelo. (1) Y también le inspiró a amar la naturaleza. (1) Félix habló por la radio. (1) Comunicaba su amor por la naturaleza. (1) TWO of Caminos/ rutas en medio de la naturaleza OR rutas bellas (not just rutas OR caminos) Bosque Llano <u>Ribera de un río</u> Dice que España es un paraíso. (1) Dice que el 30% de una red europea de <u>espacios protegidos</u> estará dentro de España. (1)	 [3] [2] [3] [2] [2] [2] [2] [2] [2] [2] [2] [2] [2]
	Section A Total	[35]

Grid C.1 – Quality of Language (Accuracy): 5 marks

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
0-1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B: Reading and Writing

Question Number	Answer	Marks
Tasks 3-5	Overall Quality of Language (Accuracy) 5 marks. : Grid at the end of this section.	
Task 3 (a) (b) (c) (d) (e) (f) (g) (h)	¡Se acabó la flatulencia! [8] alimentar rechazar comer diseñar reforzar eliminar utilizar añadir	 [1] [1] [1] [1] [1] [1] [1] [1]
Task 4 (a) (b) (c) (d) (e)	¡Se acabó la flatulencia! [7] no son los mismos / varían (1) / según las personas / para todos (los que consumen frijoles). (1) una manera de / solución (1) para adaptar el cuerpo al consumo de frijoles / adaptarse a los frijoles / disminuir los gases. (1) ocurre / se nota con algunas personas. (1) tenga más fibra / un valor nutricional más alto. (1) limpiar <u>mejor</u> / <u>más</u> el sistema digestivo (de toxinas). (1)	 [2] [2] [1] [1] [1]
5 (a) (b) (c) (d)	¡Se acabó la flatulencia! [10] Una serie de productos ya / ha sido desarrollados (ya existe). (2) La industria alimenticia / podrá producir mejores frijoles (2). Y además quieren aumentar (variar) el consumo de legumbres (vegetales). (1) Los frijoles son ricos en estos elementos (1); por eso / así se deben incluir los frijoles en la dieta diaria. (1) (La líder del proyecto, que es venezolana, (1) estuvo un tiempo en una universidad francesa (1) donde adquirió las cualidades necesarias para ser líder del proyecto (aprendió lo necesario para ser líder). (1)	 [2] [3] [2] [3]

Task 6 (10 marks)

Award **two** marks per translated section according to the first grid below.
The translations given in the second grid are intended only as a guide.

Mark	Grid H.2 Transfer of Meaning 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2

Exceptional responses and marks to award

1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning.
2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy of English.

	Spanish	English	Reject
1	Cuando le decían que estaba en peligro	When he was told that he was in danger	
2	decía el que no era una persona 'importante' pero lo era.	he would say that he wasn't an 'important' person but he was.	
3	Representaba el combate intelectual contra el terrorismo	He represented the intellectual front against terrorism.	
4	Consideraba que los periodistas no debían ser meros testigos	He believed that all journalists shouldn't be just observers	
5	sino que todo lo escribían era un medio para cambiar la realidad.	but that all they wrote was a means to change the situation.	

Question Number	Answer	Marks
<p>Task 7</p> <p>(a)</p> <p>(b)</p>	<p>José Luis López de Lacalle... [4]</p> <p>determinado a (1) / apreciar completamente su experiencia (1) (aprovecharse totalmente de...) (disfrutar lo más posible de...)</p> <p>le gustaba <u>mucho</u> leer (1) / y leía los diarios <u>con pasión</u> (entusiasmo) (gran interés) (leía muchos diarios) (1)</p>	<p>[2]</p> <p>[2]</p>
<p>Task 8</p> <p>(a)</p> <p>(b)</p> <p>(c)</p>	<p>José Luis López de Lacalle... [6]</p> <p>Según José, los habitantes del País Vasco deberían oponerse (1) a los terroristas de ETA para (trabajar juntos para) crear (1) un sistema de libertades.</p> <p>José Luis López de Lacalle siempre reaccionó / reaccionaba (1) de forma inmediata al ver que alguien trató / trataba(n) (1) a otra persona injustamente.</p> <p>Todos los que defendían (1) sus derechos humanos y libertades tenían / podían contar con (1) la ayuda de José.</p>	<p>[2]</p> <p>[2]</p> <p>[2]</p>
<p>Task 9</p> <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p>	<p>José Luis López de Lacalle... [10]</p> <p>Los artículos parecían ser poco serios (El estilo era poco serio) (1) pero a la verdad eran muy profundos (serios). (1)</p> <p>La razón por la que duraba tanto (por qué duraba tanto tiempo). (1)</p> <p>A los miembros y defensores de ETA (1) porque eran los enemigos de los ciudadanos (1) que querían la libertad (1).</p> <p>Porque no toleraban (1) a alguien que dijera la verdad (1).</p> <p>Porque no dejaba de revelar la verdad. (Decía la verdad repetidas veces) (1)</p> <p>Dice que si defiende la libertad, está con (tiene que apoyar a) los que la defienden. (1)</p>	<p>[2]</p> <p>[1]</p> <p>[3]</p> <p>[2]</p> <p>[1]</p> <p>[1]</p>

Marking Grid for Section B

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
0-1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Marking Grids for Section C

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO1
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0-2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
3-4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
5-6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
7-8	Relevant information which responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
9-10	Consistently relevant information which supports points of view and opinions. Shows genuine insight in responding to the task.

GRID O	STRUCTURE AND ANALYSIS 15 marks AO1
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0-2	Random organisation of the response. Limited attempt to develop an argument, analyse and evaluate, and draw conclusions.
3-5	Shows some ability to structure and organise the response. Limited ability to develop an argument, analyse and evaluate, and draw conclusions.
6-9	Structured and organised response. Points of view are mostly linked in a logical sequence. Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
10-12	Coherently structured and organised response. Points of view are linked in a logical sequence. Able to develop an argument, analyse and evaluate, and draw conclusions.
13-15	The response displays genuine control and clarity. A very well developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
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0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
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0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
3-4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.