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Mark Scheme (Results)

Summer 2013

International GCSE Spanish (4SP0)
Paper 2 Reading and Writing

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General Marking Guidance

- This mark scheme provides a list of acceptable answers for this paper. Candidates will receive credit for all correct responses but will be penalised if they give more than one answer where only one is required (e.g. putting an additional cross in a set of boxes). If a candidate produces more written answers than the required number (two instead of one, three instead of two etc), only the first answers will be accepted. Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and loose candidate marks. It is sometimes possible for a candidate to produce a written response that does not feature in the mark scheme but which is nevertheless correct. If this were to occur, an examiner would, of course, give full credit to that answer.
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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Question Number	Answer	Mark
1(i)	E (pastel)	1

Question Number	Answer	Mark
1(ii)	D (ensalada)	1

Question Number	Answer	Mark
1(iii)	G (helado)	1

Question Number	Answer	Mark
1(iv)	A (patatas fritas)	1

Question Number	Answer	Mark
1(v)	C (tortilla)	1

Question Number	Answer	Mark
2(i)	G	**1**

Question Number	Answer	Mark
2(ii)	D	1

Question Number	Answer	Mark
2(iii)	B	**1**

Question Number	Answer	Mark
2(iv)	C	1

Question Number	Answer	Mark
2(v)	E	1

Question Number	Answer	Mark
3(a)	Roberto	1

Question Number	Answer	Mark
3(b)	Mapi	1

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Question Number	Answer	Mark
3(c)	Ana	1

Question Number	Answer	Mark
3(d)	Begoña	1

Question Number	Answer	Mark
3(e)	Pedro	1

Question Number	Indicative content	Mark
4	This question will be assessed according to the standard assessment criteria for writing given below. This can also be found on page 13 of the Specification.	**(10)**

There are two questions to be answered in this task, both must be answered to be able to access 5 marks for C & C. If one element is missing, 2 is the maximum mark available for C & C. If an answer is suggested, but not clear, so that there is ambiguity, 3 or 4 would be appropriate for C & C.

In this question, a list of programmes watched or details of when they are watched do not consititute and answer to “why/ why not?”

Marks	Communication and Content
5	The task is completed. The information is fully relevant. The message is comprehensible and well organised. It may show some originality.
4	The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity.
3	The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall.
2	The task may be only partly completed. Some of the information may have been copied from the text without any attempt to adapt it. The message may be incomprehensible at times.
1	The task has not been completed. There is little meaningful communication. Most of the text may have been copied without any attempt to adapt it. The message is mostly incomprehensible.
0	No effective communication.

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Marks	Knowledge and Application of Language
5	Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication.
4	Vocabulary and structures generally appropriate to the task. Some variety but correct usage is not always maintained. Basic errors are evident but they rarely interfere with communication.
3	Vocabulary and structures are quite simple but adequate to the task. Some variety may be attempted, but inaccurate language sometimes impedes communication. Genders, spellings, verb forms are inconsistent.
2	Simple vocabulary and structures only just adequate to the task. Much inaccuracy which impedes communication. Very limited verb forms. Genders and spellings are weak.
1	Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure.
0	No language worthy of credit.

Question Number	Answer	Mark
5(i)	E	1

Question Number	Answer	Mark
5(ii)	B	1

Question Number	Answer	Mark
5(iii)	C	1

Question Number	Answer	Mark
5(iv)	F	1

Question Number	Answer	Mark
5(v)	D	1

Question Number	Answer	Reject	Mark
6(a)	Es divertido/ puedes divertirte(se) Eres activo/ puedes mantenerte en forma <u>Accept lift:</u> hacer deporte es una forma	Es gracioso Es bueno para la salud/ es sano Es una buena forma de pasar el tiempo Es un buen pasatiempos	2

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	estupenda de pasártelo bien y mantenerte activo	Es bueno para el ocio Puedes pasártelo	

Question Number	Answer	Reject	Mark
6(b)	Aprender un nuevo deporte Practicar un deporte que ya sabes competir Jugar/ competir en un equipo Jugar/competir solo <u>Accept lift:</u> puedes descubrir un deporte nuevo/ quedarte con uno que ya conoces/ tienes la opción de poder practicarlo para competir en equipo o solo (any two)		2

Question Number	Answer	Reject	Mark
6(c)(i)	Hay mucha/demasiada presión/mucho estrés/ es estresante puedes sentirte nervioso/ presionado <u>Accept lift:</u> resulta estresante	Hay emoción/ es emocionante Answer for 6cii: Una persona/un equipo pierde/no siempre ganas Quieres jugar bien No quieres cometer errores	1

Question Number	Answer	Reject	Mark
6(c)(ii)	Una persona/un equipo pierde/no siempre ganas Quieres jugar bien No quieres cometer errores (any one) <u>Accept lift:</u> le preocupa jugar bien y no cometer errors/ alguien ganará y	Quieres ganar/ no quieres perder (these are true but not enough for a mark, treat as neutral) Answer for 6ci: Hay mucha/demasiada presión/mucho estrés/	1

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	alguien perderá	es estresante puedes sentirte nervioso/ presionado	

Question Number	Answer	Reject	Mark
6(d)	- Cuando vas al colegio <u>por primera vez/ el primer día</u>/ cuando vas a un nuevo colegio/ instituto/ liceo/ una nueva escuela - cuando viajas en un avión <u>por primera vez</u> <u>Accept lift :</u> el primer día que van al cole o cuando cogen una avión por primera vez MUST HAVE IDEA OF FIRST TIME IN BOTH ANSWERS	Universidad Antes de competir	2

Question Number	Answer	Reject	Mark
6(e)	**Any two of:** Prepararse bien / ir a los entrenamientos / practicar mucho <u>Accept lift:</u> prepararse bien para la competición/ intentar asistir a todos los entrenamientos de tu equipo/ practicando	Ayudar al equipo	2

In addition to these 10 marks, 5 marks are available for the quality of the Spanish in the answers. Language marks can only be awarded for candidate's own words, thus lifted material will not be considered for this mark, unless there is evidence of manipulation. Incorrect answers will not be considered for the KAL mark, unless they are a genuine attempt to answer the question and not wildly far of the mark.

Marks	Knowledge and Application of Language
5	Appropriate vocabulary and structures generally used accurately. There may be occasional minor lapses which do not impede communication.
4	Appropriate vocabulary and structures often used accurately. There may also be a few basic errors which

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	rarely interfere with communication.
3	Adequate vocabulary and structures. Quality of accuracy is inconsistent and sometimes impedes communication. Basic grammar generally mastered, but weaknesses evident in more difficult areas.
2	Limited vocabulary and structures. Frequent lapses. Some evidence of accurate language, which is mostly lifted straight from the original text. Main points are, however, communicated, despite inaccuracies.
1	Basic vocabulary and structures frequently inappropriate. Little or no evidence of language awareness. Frequent basic errors and inaccuracies impede communication. Nearly all material directly lifted from the original text.
0	No language worthy of credit.

Question Number	Indicative content	Mark
7	Question 7 is marked out of 15 using the three grids in the following pages.	**(15)**

There is no penalty for mistakes of format (e.g. missing letter greeting or closing). Ignore word count and mark everything. The quality of the language should not be considered in awarding a mark for C & C, except where this has an impact on communication. Answers scoring 0 for Content must score 0 for Language and Accuracy.

In this question 7a, the third bullet point can be covered with one activity, ignore the plural. In 7c, the first bullet point can be covered in the present or past and the third bullet point can be interpreted as “how you got your job” or “your opinion of your job”.

Marks	**Communication and Content**
5	Very detailed and fully relevant response to the stimulus. Clearly able to narrate, describe, express opinions and expand, as appropriate to the task. Excellent communication; no ambiguity. Excellent linking of the piece into a whole. Coherent and pleasant to read.
4	Detailed response to the stimulus, although there may be minor omissions. Evidence of description, opinion and expansion, as appropriate to the task. Meaning generally clear. Some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. May be rather pedestrian or alternatively somewhat over-ambitious.
3	Suitable relevant information conveyed, although there may be some omissions and/or irrelevance.

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	Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions. Some ambiguity, especially if more ambitious language is attempted. Comprehensible overall. Some attempt at linking piece into a whole. Ambiguous in places.
2	Key information given; possibly major omissions and/or irrelevance, repetition. Level of response minimal with limited evidence of description or opinions. Some ambiguity. Just about comprehensible overall. Sentences written in isolation. Not easy to read.
1	Little relevant information conveyed. Level of response very limited. Much ambiguity and/or incoherence. Except for isolated items, would not be comprehensible to a native speaker.
0	No relevant communication.

When judging the mark for KAL, look for evidence of past, present, future tenses, adjectives and connectives. These do not have to have been used accurately, but just used in appropriate places. Accuracy is judged in the following grid.

Marks	Knowledge and Application of Language
5	Vocabulary and structures comfortably equal to the task. No repetition. Confident use of a variety of complex structures. Range of tenses appropriately used. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to the task. Some attempt to vary sentences by using more ambitious structures, although unlikely to be wholly successful. Tenses generally appropriately used. Some ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to the task. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Evidence of correct formation of tenses, with some lapses. Some attempts to manipulate language, despite use of pre-learned language and/or set phrases at times; this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate. Sentences

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	simple and usually short. There may be some simple subordination. Some evidence of correct formation and use of verbs/tenses, but frequent lapses. Pre-learned, set phrases predominate. Some attempts at enhancement of facts, but this is likely to be only partially successful.
1	Very limited language, which greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures and/or formation and use of tenses. Occasional almost correct phrase or short sentence, but this will be pre-learned.
0	No language worthy of credit.

If only very simple language has been used, a maximum of 4 marks for accuracy can be awarded.

Marks	Accuracy
5	High level of accuracy. Not faultless, but only occasional minor errors. Secure when using more complex language, though not necessarily faultless.
4	Generally accurate in straightforward language. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Errors do not prevent communication. About half of what is written should be free of major errors; inaccuracy increases when more complex structures are attempted.
2	Frequent basic errors, but main points communicated. Some correct phrases, but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Very little or no evidence of correct verb formation.
0	No language worthy of credit.

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